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ABSTRACT

Large increases in population, combined with a growing awareness of the benefits of education and the increasing costs of conventional educational methods, are causing governments to explore alternative educational means to provide education on a large scale. Education and government planners in developing countries are attempting to provide equitable access to education, enrichment of the content of formal education to include more applied and employment-related courses, and an upgrading of skills and improvements in quality of life and human resources though continuing education. Distance education methods, utilizing communications technology, loosen the confines of traditional teaching requirements and allow larger sections of the population to benefit from education. This work is a compilation of country case studies on distance education presented at a four-month course entitled "Distance Education for Development--1991," held at the International Extension College & Department of International and Comparative Education, Institute of Education, University of London (England). The following papers are included: (1) "Colombia: University of Cartagena" (Carlos Ospina); (2) "Ghana A: Country Case Study" (Mercy Yaroh); (3) "Ghana B: The Ghana Institute of Linguistics" (Michael Awimbilla); (4) "India A: Indira Ghandi National Open University" (Dervish Gopal); (5) "India B: Technical Teacher Training Institutions" (B. G. Barki); (6) "Indonesia: The Open Junior Secondary School (STM Terbuka)" (Machdum Almunwar, Sunarti Arifin, Serfina R. Soedarmanto, and Djufri Thalip); (7) "Jamaica: UWIDITE, EBS, ISTET, JAMAL" (Cordella Lewis); (8) "The Maldives: Distance Education in the Maldives" (Mujthaba Hameed); (9) "Mauritius: Mauritius College of the Air" (Roshun Dhurbarrylall); (10) "Pakistan: Allama Iqbal Open University" (Muhammed Rashid, M. A. Zaidi, and Zahida Qazi); (11) "Sri Lanka: Open University of Sri Lanka" (Vinitha Wickramarante and Kule Kularante); (12) "Sudan: Sudan Open Learning Unit" (Adam Homidan Arbab); (13) "Tanzania: South African Extension Unit" (Margaret Kotta and Bernard Gololo); and (14) "Turkey: The Open Education Faculty" (Ugur Demiray and Marina McIsaac). (SWC)

ED 401 886

CLOSE ENCOUNTERS TO THE FOURTH KIND:

DISTANCE EDUCATION VERSUS CLASSROOM

Edited by Uğur DEMİRAY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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CLOSE ENCOUNTERS TO THE FOURTH KIND: DISTANCE EDUCATION VERSUS CLASROOM

Edited by Uğur DEMİRAY

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Eskişehir
TURKEY - 1995

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Dedicated to

Charles WEDMEYER

who is one of the philoshopical founders of the Distance Education world,

Cordella LEWIS

who is the sweetest person I have ever met in the world,

Rosamond ADDO

who is ideal academician from Guyana,

Yılmaz BÜYÜKERŞEN

who is the founder of Distance Education in Turkey,

and

Anadolu University The Open Education Family

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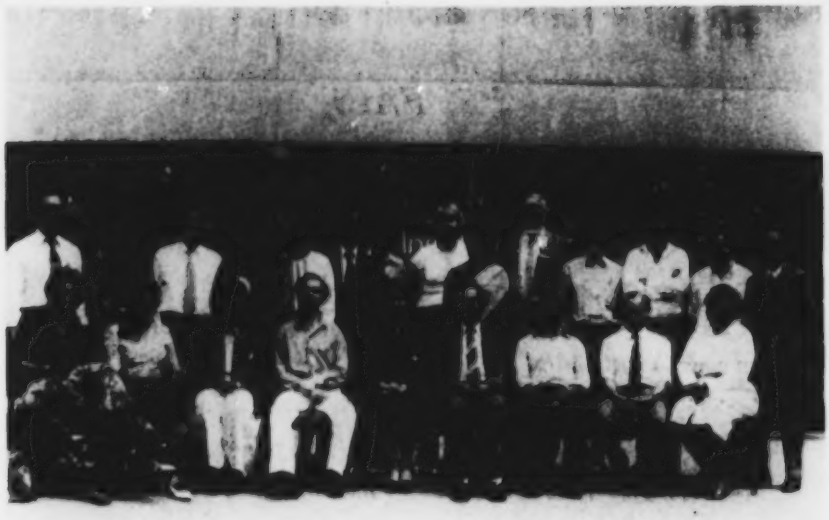

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19-M. A. ZAIDI
20-Cordella LEWIS

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PREFACE

Of the millions of words written on education systems remarkably few have been about aiming compare in the countries' their own education systems. Even if, conventional education systems too.

Of course it is very difficult for the reason that **Changing rule of the life** doesn't allow you to conduct such as these studies. Since, every thing is changing in every second in our living planet, except **changing rule. Changing rule** says that "**Everything changes**". This changing fenomen is giving a power and energy to all of us to carry on living dinamism.

Let's suppose that we lost our living dinamism for a moment. What will be happen? Will our planet stop its turning on around? Definately not. It will carry on to turning around its axle. So , we only have to keep actively and dinamicly ourself by adopting to the social developments and changings up to dead in social life.

In every aspect of our life, education is very important via its changings and developments. Non of us need to meet with money when our mother pregnant to us or when we fetus form. But, we need to meet with education in this period. Our pregnant mother' need comfortable pshchological pregnant atmosphere for our healty growing. This healty growing environment provides one of educational aspects to us. When we are in unconfortable environment, we start to disturb our mum. She has to create a new situation for us again. This interaction is a kind of way out to shared e ducational atmosphere be tween us (as a fetus) and our pregnant mother. In other words, education and its related subjects are started from the first day to last day in the world.

In this life dinamism, education is one of the most changable subject according to meet human necessity, in family, in school and in society etc.

Large increases in population coupled with a growing awarness of the benefits of education are leading goverments to explore the possibility of using alternative educational means to provide education on a large scale, particularly as a conventional educational methods are becoming increasingly expensive. Some of the contries of the our planet are engaged in exploring appropriate ways of tackling the urgent problem of education their large and growing young populations in relatively little time and with limited resource.

Some pressuares on traditional education institutions are growing, with the result that education is expensive and often inaccesible. Education and goverment planners in the developing and dinamic countries are therefore attempting to evolve policies which permit, firstly, equitable access to education; secondly, enrichment of the content of formal education to include more applied and employment-related courses; and thirdly, through continuing education, an upgrading of skills and improvments of the quality of life and human resources.

To encourge this amplification to take a place, educationist have turned their attention to distance education methods. This is a novel concept which attempts to loosen the confines of traditional teaching requirements and allow larger section of populations the benefit of education.

One of the strategies of distance education is increased the use of communication technology to deliver learning materials to the students. Educationist now acknowledge the liberating possibilities of the non-print media which have the potential to surmount physical obstacles as well as break the constraints of traditional classroom teaching. Such method, are altering time-honored concepts in the field of education.

Resistance to conceptual change in education is not in opposite. It introduces a healty note of caution when even traditional educationist and planners in both industrialized and developing countries find themselves persuaded to support new methods of providing education to far greater numbers than has been possible through conventional methods. Most forcefully persuasive is the

undesirable prospect of allowing large populations to remain unskilled and unadequately prepared to participate in important economic programs.

The study in your hand has been completed in this perspective and sharing as being some distance education application from some corner of the world.

We were together with all authors in International Extension College & Department of International and Comparative Education Institute of Education, University of London 4-mounth course on **Distance Education for Development-1991.**

At the beginning of the course each of us presented our country case studies. The content of the presentations are what was going on about distance education, in those societies. So, with their official permission, I tried to edit them in certain standart and present as in book form. Each of the studies tells story and developments of distance education by interacting their educational necessities as a new and contemperary solution way.

My special thanks to the each author, by remembering for shared sweet and lovely course days (alfabetically country order) C. Ospina, M. Yaroh, M. Awimbilla, D. Gopal, B. G. Barki, M. Almuna war, S. Arifin, S. R. Sodarmanto, D.Thalip, C. Lewis, M.Hameed, M.Rashid, M.A.Zaidi, Z. Qazi, V. Wickerzmarante, K. Kularante, A .H. Arbab, M. Kotta and B.Gololo.

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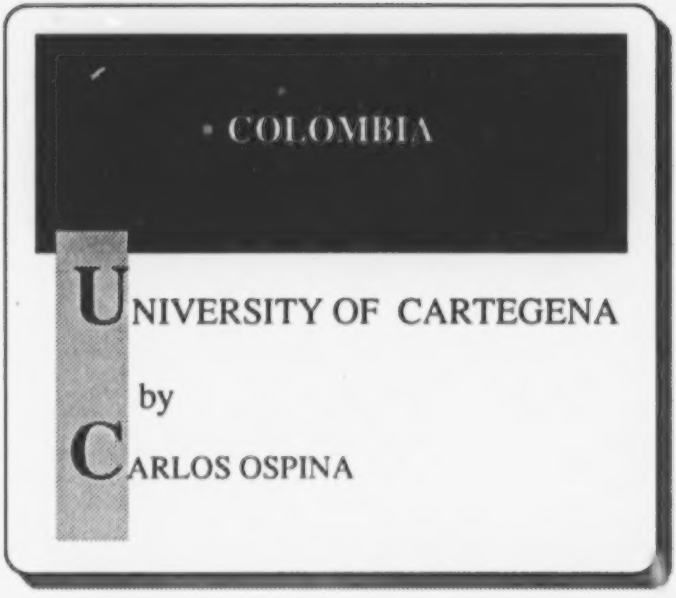
Cordially

Eskişehir-TURKEY
May-1994

Uğur DEMİRAY (Ph.D.)
Editor


COLOMBIA
UNIVERSITY OF CARTEGENA
by
CARLOS OSPINA

I· **COLOMBIA** *(Carlos OSPINA)*

UNIVERSITY OF CARTAGENA

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1. INTRODUCTION

The basic objectives which I would like to achieve here is the Distance Education for Development Course in two part . First, to systematize the experience of the Media Production Unit of the Distance Education System at Universidad de Cartagena, where I have been Unit Coordinator since its begining 1990; and second to further develope a non-formal regional educational project which I designed and has been approved for implementation through the regional television channel in October of 1991, in its experimental phase. The project will be under the jurisdiction of the Media Production Unit, which is part of the Distance Education System of the Universidad de Cartagena.

2. BRIEF HISTORICAL DESCRIPTION OF THE INSTITUTION

The University of Cartagena was founded by Simon Bolivar, Founding Father of Colombia, in 1827. It included the Schools of Medicine, Literature and Philosophy, and Law. At the turn of the century it had grown to include the Dental School and the Nursing School, while the School of Literature disappeared.

During its initial period the University was weak and dependant on continuous political conflicts at the national level. It was only after a period of almost a hundred years that it began to renovate and expand in a more systematic manner. Between the 1940s and the 1950s more schools were added, including Chemistry, Civil Engineering and Economic Sciences. The latter is now composed of three program: Business Administration, Economics and Public Accounting. In the 1970s Social Work was added and in 1990 the youngest of today's schools, Human Sciences was created. To attain its educational mission, the University has the following goals:

* To provide higher education as a means to realize the full potential of Colombians, toward the configuration of a more just, autonomous and balanced society framed with dignity within the international community.
* To broaden the opportunities of access to higher education so that all Colombians who fulfil the requirements may be accepted and may benefit from its programs.
* Promote the University as a center of intellectual and material development of the region.

During the 1980s the University was invited to participate in a national project for the development of distance education which was promoted by the ICFES (Colombian Institute of Promotion for Higher Education) and IDB (Interamerican Development Bank). During this decade the University engaged in the design studies and in 1990 it created the Subsystem of Open and Distance Education.

3. CONSTITUTINAL AND FINANCIAL STATUS OF THE INSTITUTION

The University is a public institution that works at the level of the Department (Colombia's main political and administrative unit). It is located in Cartagena, which is the capital of the Department of Bolivar, one of the seven administrative units that touch the Caribbean Coast of Colombia. This means that the University has administrative autonomy and independent partimony, with the Governor presiding its Superior Council. It receives funds from the National Government, the Departmental Government and it has its own endowment.

The programs of open and distance education are conceived as a subsyselm of the University. The prorgams were initially financed by ICFES-IBD with the provision that they would bcome financially self-sufficient over time. From an administrative and academic point of view, the subsystem is linked to the regular directives of the University. Nevertheless, it has been designed to operate with relative outonomy, as is typical of open and distance education programs. The subsystem is located in its own building within the academic campus, called CREAD (Regional Center of Distance Education). One new CREAD out side of Cartagena is being constructed now. A third one has been planned for a third phase.

It is expected that the CREADs' will become more than a physical space to house the programs. Instead the ideal is that they will become cultural organisms at the service of the students and the community where they are located.

3. DESCRIPTION OF THE WORK

The philosophical premises upon which the subsystem was created are outlined in the General Statutes of the University, which stress a persistent concern to provide the benefits of higher education to populations from socially and economically marginal regions of the department. The needs assessment developed in the planning of the subsystem identified as a major priority a need to reach the southern area of the department which is a zone of emergency given its situation of poverty and isolation.

The open and distance education subsystem consists today of two programs: Food Engineering and Public Health Administration. Both programs confer technical degrees. They started in May of 1990. Up to now,

only the first academic periods have been fully developed and implemented. They include an introductory level which is basic to any program and that is intended to provide the basic frame work to this type of educational approach.

Today there are about 400 students in both programs. They are mostly adult workers of the city of Cartagena, even though it is expected to enlarge the area of influence to include all types of students that represent the actual student body of the department. To accomplish this goal, two new centers will open in the far sites of Magangue and Simiti.

The criteria for admission include a clear policy of preferring those students who are actually working in the respective areas, most specifically this is enforced in the Health Administration Program.

The Colombian system of Distance Education is based on printed material. Audio-visual aid are used only as a complement. In our subsystem the eforts have concentrated on the production of the first printed material, even though there is a system of video production that will be used in the future once the minimal human resources are trained.

Ideally the students should receive a package of printed material for the whole academic period and this is complemented with a tutorial system, to which they have free access. This service is both individual and for group. In practice it has not achieved the goal of sending a full package to the students, so they receive units as the semester develops. One of the development projects we would like to promote is the use of audio-cassettes, not only as complementary material, but as suport to the tutorial system. The students work at home and come to the center for regular academic examinations. They also are asked to evaluate the materials and tutors during these periods.

5. ORGANIZATION

The subsystem of Distance Education Includes the following administrative and academic levels:

* Organisation and implementation Committee - Defines policy and is the decision- making unit of the subsystem. Includes the University President (Rector), the Academic vice-president, the Administrative Director and the Director of the Subsystem. In addition there is a Secretary who has no voting power.
* Executive Director - coordinates the programs from an administrative and academic point of view.
* Program Coordinators - they serve the equivalent function as the Deans in regular academic programs.
* Coordinator of the Center of Distance Education (CREAD) in charge of the administrative functions for the subsystem.
* Departments of Formal and Non-formal Education - responsible of projecting new programs for the subsystem. These positions are vacant presently due to the youth of the subsystem.
* Administrative Sections - These include:
  * Student Affairs (counselling, admissions, etc)
  * Marketing and Finances
  * Media production (two units: publications and audio-visual).
* There are clearly specified job descriptions and job requirements for each of the listed functions. To the moment most of these units have a leader but do not have a full staff operating under them. In total, the subsystem has eight full time professionals and two full time staff members, without including the tutors who are professors of other programs in the University.

6. FUTURE PLANS AND PROGRAMS

Two new programs are planned for 1991-92. The first one, Municipal Administration, will be developed in partnership with another university and will confer an academic degree. The second one is a non-formal education program in partnership with the School of Human Sciences and the Regional Television Channel (TELECARIBE).

The main objective of the Regional Program of Educational Television for the diffusion of the Caribbean Culture is to reach the general population of the Caribbean Colombian Coast by means of the production of short programs and educational campaigns. These mini-rograms will be designed to generate behavioral changes that will have an impact on the quality of life and that will spread general knowledge of the regional reality. The eight basic programatic areas are: Health Education Civic Education, Social and Economic History of the Region, The Caribbean Coast in the XXI Century, Achievements (Caribbean People working for Development), Our Geography, Music within the Caribbean Context, and the Coast Economy.

GHANA

A

COUNTRY CASE STUDY

by

MERCY YAROH

II-GHANA *(Mercy YAROH)*

THE GHANA BROADCASTING CORPORATION UPPER REGION AGRICULTURAL GREQUENCY MODUCATION RADIO AND NON-FORMAL DISTANCE EDUCATION

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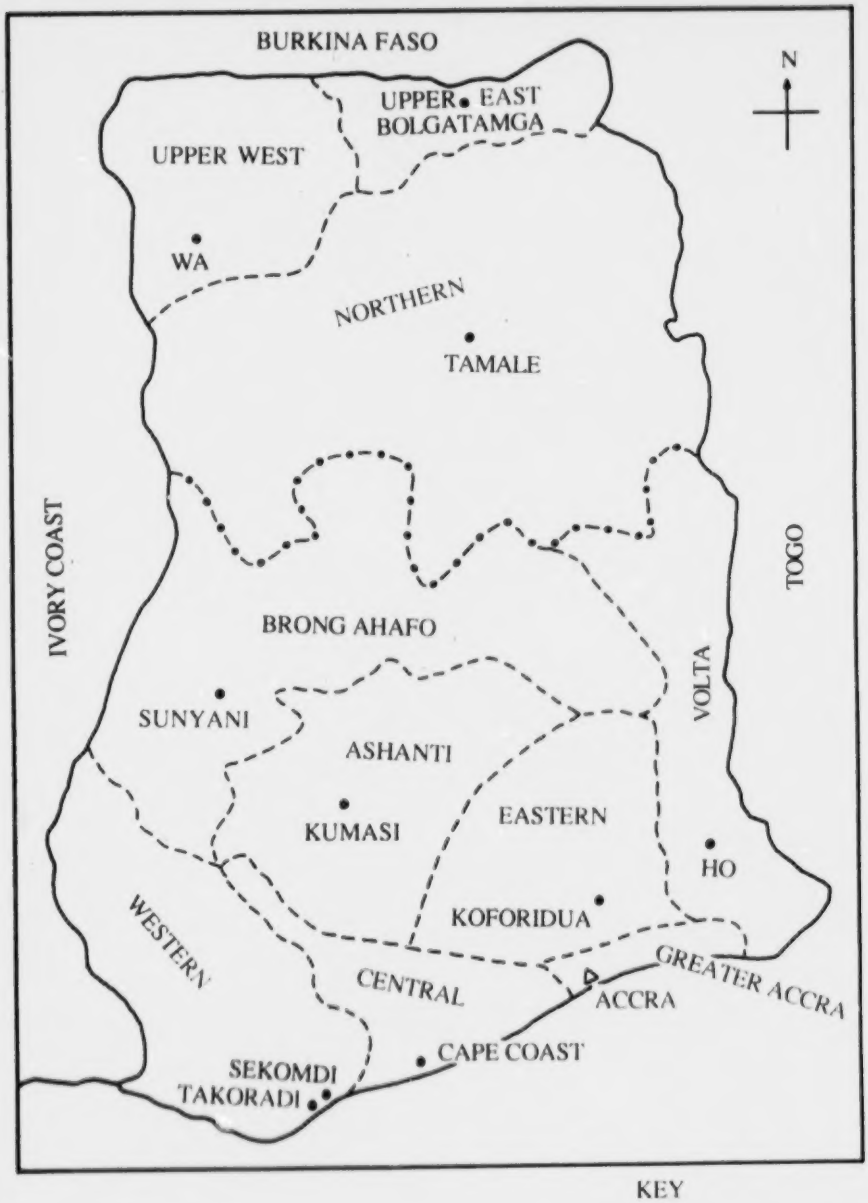

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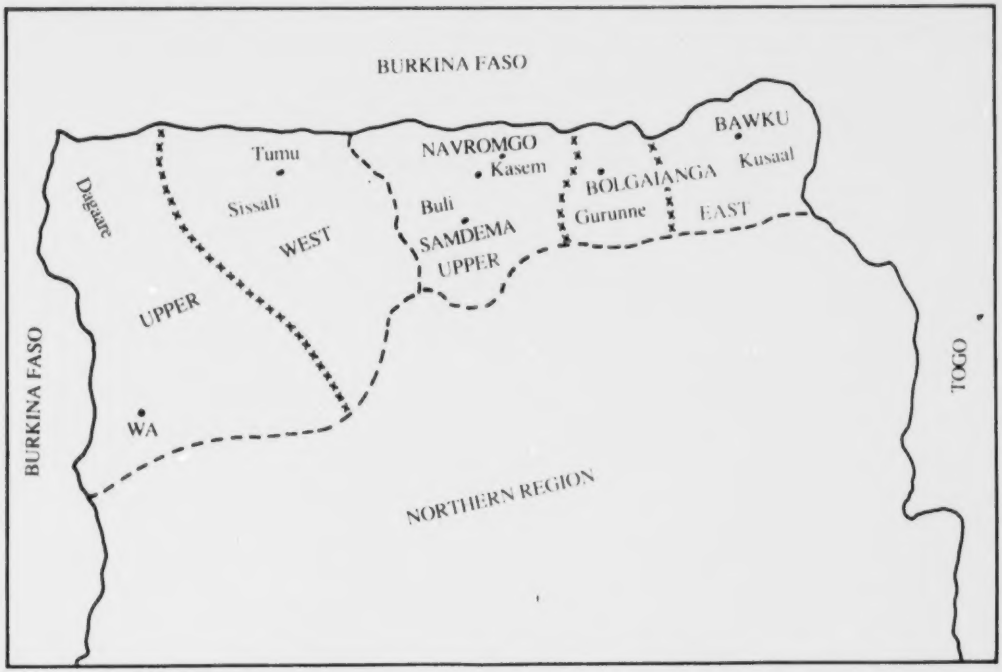
--- Regional Boundary



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——— International Boundary

– – – Regional Boundary

×××× Language Area Boundary

• Big Town in Language Area

1. INTRODUCTION

"The learner of almost any age is capable of large measures of self-management of his learning experience and can be assizsted to become increasingly effective as a self-directed learner".

J.R. Kidd

Ghana Adult Literacy and Numeracy Rates, 1988

	Accra	Other Cities	Rural Areas	All Ghana
Can Read	66.5%	35.1%	21.9%	28.7%
Can Write	55.8%	32.4%	20.5%	26.2%
Can do Arithmetic	71.5%	46.5%	33.7%	29.8%

Thus in Ghana, with a population ofabout 15 million, 5.6 million adults are illiterate. That is more than 70% of the adult population culminating in the Northern part than the Southern with women beign the majority.

Progress in any country of illiterate majority is marginal and communication between the government or other institutions geared towards development and the mass of the population remains restricted to small scale verbal methods. Consequently, the gains from eradicating illiteracy are great and immediate becouse it is a necessary move for a country to embark upon for self-sustained economic, social and political growth.

Indeed, the mobilization of rural populations for economic, social and political development in developing countries involves communication with

large but widely scattered communities. Yet, rural people cannot be overlooked because a fundamental objective of any government of a country sensitive to the plight of its majority illiterate poor is to help in providing such people their vital needs in life. Thus, one of the most important requirements for rural progress is reaching the target population with effective, motivational and educational messages that are vital and an integral part of development.

Presently, radio broadcasting is one mass medium that is proving to be a potential for rural development. Its pervasiveness makes it the only means of reaching very large numbers of widely scattered rural people at a reasonable expense and without delay even though it has its weakness.

These findings about radio broadcasting being a total that can assist adult illiterates in becoming increasingly effective as self-directed learners, and the fact that none of the Upper Region languages in used in the national radio network, the then government, the National Redemption Council, realising the potential of the Upper Region, set out in 1974 to open it up for development.

2. BRIEF INFORMATION ABOUT GHANA AND PROGRAMMES

The Upper Region presently called Upper East and Upper West Regions covers a total savannah area of about 16,876.8 square kilometres. This accounts for 11% of Ghana's area. The region is located in the extreme north of Ghana and shares international boundaries with Burkina Faso in the north and north-west and Togoland in the east. To the south of Ghana, it shares a regional boundary with Northern Region.

2.1. Population

The rate of population growth has been tremendous. In the 1984 Provisional Census Report, the population of the Upper Region stood at 1,210,745, whereas in 1970 it was 863,723.

A breakdown of population by sex shows that there are more females than males in the Upper Region. Besides, there is a preponderance of people in the younger age group.

Now that the region is divided into two, the Upper East is administered from Bolgatanga, the regional capital. Wa caters for the Upper West.

2.2. Agriculture

Majority of the people in the Upper Region are rural illiterate subsistence formers. At present, agriculture is being developed at a fast pace with substantial increases in the commercial production of rice, tomatoes, livestock, beans, groundnuts and onions. Currently, the Upper East Region has been charged with the responsibility of growing tomatoes on a very sustainable scale to feed the tomato factory at Pwalugu in the Bolgatanga District and the Upper West, to cultivate cotton to commensurate with the capacity of the cotton ginnery at Tumu. Guinea corn, millet, beans, groundnuts, yam, maize and leafy vegetables are the staple crops.

Rainfall period is short. About early May-September backed by a long dry season -October-April. In fact, rainfall is declining and the water table is falling. For the Shara is spreading into the Sahel and the Sahel is moving south into the savannah grasslands of Burkina Faso. Ghana is also feeling the pinch. Yet, annual bush-fires and heavy soil erosion by heavy downpours and

unintensified reafforestation programmes make the problem more difficult to rectify.

Since the major part of the population is subsistent farmers, they depend upon rainfed conditions. Therefore, production targets are hard to achieve. As a result, the then Ghana governement, the National Redemption Council, embarked upon irrigation programmes involing the construction of several small and large dams like Tono Dam in Navrongo and Vea Dam in Bolgatanga to help improve the supply of water for the crops, livestock and even in the building of houses in the dry season.

2.3. Communication

Urban roads are tarred but all rural roads are laterite. Mostly motorable in the dry season. As a result of that and high fuel prices, transportation fares are very high on the few passenger cars.

Majority walk in the rural areas but a bicycle is an asset which few people own.

The government is however doing its best to rectify this problem. Major road works are being embarked upon in both rural and urban areas.

2.4. The Upper Region Agricultural Development Programme

From the foregone factors, towards the end of 1974, a group of World Bank officials with the co-operation of officials from the Ministries of Agriculture and Health, the Department of Social Welfare and Community Development together with other institutions undertook a feasibility study of the Upper Region for the implementation of an Agricultural Development

Project to assist in alleviating the poor living conditions of the small scale farmers.

The feasibility study yielded positive findings and a joint International Agricultural Development Project known as the upper Region Agricultural Development Programme (URADEP) was established. Technical and financial assistance of the Programme was provided by the World Bank, Britain, Japan, the Netherlands, the United Nations Development Programme (UNDP) and Ghana.

2.5. The Main Purpose of The Program

The efforts of the Programme were geared towards stimulating agriculture and improving prospects for the overall growth of the rural economy in the Upper Region.

2.6. The Policy of The Programme

There were many strategies adopted to achieve the aim of establishing URADEP. These were in two components - servicing and educational. Among the educational components was the radio.

* To establish a community frequency modulation radio station in the Upper Region at Bolgatanga to undertake rural broadcasting in the six major languages: Gurunne, Sissali, Kusaal, Kasem, Buli, Dagaare and English as a supportive wing of URADEP.
* There would be a booster station at Han in the Tumu District to serve that part of the Region presently called Upper West Region.
* The Ghana Broadcasting Corporation would own, operate and staff the radio station even though the pioneer broadcasters were jointly trained by

URADEP and GBC. (The radio stations cannot be autonomous because of government policies on radio broadcasting in the country.

* It would be controlled by GBC's Regional Manager. That means, the Director General of GBC will be responsible for teh radio station subject to general directives issued by the Ministry of Information.
* The percentage allocation in favour of local programmes from Upper Region would be sixty and forty from the National Network.
* The radio would broadcast all major English news bulletings and newsreel programmes relayed from GBC-Accra.
* The two major news bulletins in all the Ghanaian languages broadcast on Radio One in the morning and evening would be relayed.
* A number of specified Ghanaian languages and English programmes that are of national interest would be relayed from the National Network at Accra aiming to work towards the emergence of a common lingua franca which radio is uniquely equipped to develop.
* Since the station would be an integral part of GBC, station staff would operate under GBC terms and conditions.

3. GBC URA - RADIO FM STATION

Constructive work on the radio station started way back in the late 1970s. However, a lot of organisational and administrative lapses coupled with changes in government affected the progress of work. There were no funds to continue due to new government policies and priorities. Nonetheless, the people of the region with patience and perseverance fought a united front and by early 1985 constructional work continued on the building including installation of studio equipment and transmitters. Then in November 1986, dreams came true. The Head of State and Chairman of the Provisional

National Defence Council of Ghana, Flight Lieutenant John Jerry Rawlings commisioned GBC Ura-Radio F.M. Station, he first of its kind in Ghana.

3.1. Facilities

1 transmission studio

2 recording studios for Talks

1 general purpose studio for Drama and Music recordings

1 listening room

1 control room

a number of workable portable sony recorders, uher recorder,

batteries, cassettes and spool tapes

1 gram library

1 store

1 workshop

Transport

NB: These facilities exist in name. They are not properly equipped. Most of the machines are broken down. Equipment keeps reshuffling in studios every time depending on which is functioning at the time needed.

3.2. Staff

There are six divisions at the station:

* Administrative
* Programmes
* News and Television
* Studios
* Accounts

3.3. Programmes Broadcast

The Ura-Radio Station is mainly concerned with non-formal education for its organised and unorganised target audience who are illiterate, poor, ignorant, diseased and scattered at various distances making a living on subsistence agriculture. Therefore, programme broadcast deals with four main themes vital to their daily life. These include;

Life Skills: Nutrition, Family Planning, Immunisation, Growth Monitoring, Diarrhoea, Primary Health Care, Water Borne Diseases, Agriculture Extension, Environment Education and Sanitation, Rural Shelter, Recreatinoal Activities

Occupational Skills: Agriculture, Vocational Education, Small Scale Indusries, Women in Development, Appropriate Technology, Financial Management (Banking and Saving)

Civic Awareness: Rights of the Child, Interstate Succession Law, Moral Education, Spiritual Education, Youth Movement and Organisations, Disabled, Disadvantages and Aged People.

4. ADULT FUNCTIONAL LITERACY

The definition of a literate person adopted by the United nations General Assembly in 1962 held it that "a person is literate when he has acquired knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his active participation in the life of his community". In this light a national literacy campaign was to be launched in Ghana under the auspices of the Non-Formal Education Division of the Ministry of Education. In the Upper Region, Ura-Radio was already involved in distance education non-formally, the existing facilities there could be used adequately to support the Functional Literacy Campaign in Ghana of which the Upper Region has the majority illiterate population.

Negotiations and some planning was done by NFED with GBC and Ura-Radio was directed to create awareness, motivate and reinforce the need for Functional Literacy in the Region to;

* Enable participants of the learning groups and other organised listeners to meet their personal or social felt-needs through enhancing their abilities to deal competenly with everyday life in a literate community.
* Equip learners with the knowledge, attitudes and skills that will enable them to raise the quality of life in the community.
* Enable learners to improve their occupational and life skills and become aware of their civic duties.
* Make learners take initiatives in starting new economic ventures beneficial to them.

* Broaden the reading interest of learners and establish an attitude of reading for pleasure through the provision of follow-up literacy material by the print media reinforced by radio.

5. PROGRAMMES BROADCAST SCHEDULE

All the five themes pertaining to the listeners daily life are reflected in all programmes broadcast in Ura-Radio. These programmes are structured in various ways and scheduled for daily broadcast in the morning from 5:25 - 9:15 and at 12:25 - 10:45 pm (Weekdays). Weekends broadcast time extends to 12:00 noon to 10:45 pm. All these periods take scheduled programmes in all the six languages rotationally. These are; Religious, Music with tit-bits (matters of topical interest), News, Music of the People, Women Development, Agriculture, Youth, Primary Health Care, Children, Rural Magazine, Discussion, Water Healt Integrated (for organised listeners), Functional Literacy (for organised listeners), Radio Forum, Story Telling Duties of the Programme Staff; The six language groups have a breakdown staff strength as follows:

Gurune	3
Sissali	4
Kusaal	3
Kasem	2
Buli	2
Dagaare	2

Each producer is assigned a number of programmes a day in his or her language sections. Sometimes where there are just two in a section, one ends

up handling all programmes single-handedly because of the other's absensteeism. It could be an annual leave, sick-leave, maternity leave, courses, treks or to take care of other social problems like bereavements. This sort of labour distribution does not augur well for both the producers and listeners.

* On the part of the producers, there is never time to organise well for a particular programme because of very few field-trips to gather relevant materials to build new programmes.
* No room for specialisation.
* Sometimes one is just a gap-filler doing shoddy work due to fatigue (working morring and evening daily non-stop for weeks or months single-handedly). So programmes are repeated more than necessary.
* To worsen matters, the equipment to work with are inedequate. Most recorders are down. Studio and listening room equipment fairly manageable but not very adequate and a host of other problems.

On the part of the listener, though they sometimes send words of sympathy, they get bored listening to repeated programmes.

6. METHODS OF DISTANCE EDUCATION

Distance education by Ura-Radio is mainly non-formal directed to unorganised listeners guided by the audience listening time research on which the daily programme schedule is based.

However, with the introduction of the Water Health Radio Listening Groups originated by the Canadian International Development Agency and the Adult Functional Literacy Classes spera-headed by the NFED of the Ministry of Education, directed to organised groups at 7:00 - 7:20 pm and at 7:30 - 8:00

pm respectively. CIDA provides radio sets and other logistics to WNRLG and NFED takes care of the radio sets and logistics forthe FALC.

7. THE WATER HEALTH INTEGRATED PROGRAMME

One basic need of man is good drinking water. About a few years ago, most rural communities in the Upper Region had no access to clean drinking water. Most people drank from rivers, hand-dug wells, ponds and open reservoirs for survival. Other people had to walk miles for water that is not even clean for drinking ignorant about purifying water in the home or saw the process as cumbersome. The result was epidemics of guinea worm, diarrhoea and other water borne diseases.

The government became concerned and through negotiations secured funds through the Canadian International Development Agency (CIDA) for the installation or bore holes in the rural communities. It was done but traditional bliefs, ignorance, and poverty did not allow most people to fetch the water. Other people said they did not like the taste of the bore,hole water at all. (Granted that pure water had taste).

The aim for installing the bore-holes was defeated. Therefore, CIDA adopted a strategy of orgnaising Water Health Radio Listening groups in the Communities led by Community Water Organisers who listen to 20 minutes radio programmes on the subject.

Health, Ghana Water and Sewerage Corporation including other workers are selected and trained by CIDA and Ura-Radio. These people record most of the items of the listening groups, bring them to the radio producer who listens to them, writes the script, lines up the items and records in the studio for broadcast.

Through the Community Water Organisers the radio producers receive feedback of the programmes and activities of the listening groups weekly. These are in the form of reports, comments and questions. The producer tries to build-in some of the items from the listeners in the next programme for transmission.

8. ADULT FUNCTIONAL LITERACY LEARNING GROUPS

Most learners are farmers, housewives and traders. There are more women than men. This might be as a result that most women never had the chance to attend formal schools from the stereotyped ideas held by their parents that a woman had nothing to gain in school; a woman's place is in the kitchen; a woman must marry and bear children. Then her parents would take the bride price to support their male children when they get married too. Some women could have dropped from school due to pregnancy or poverty. Now that they have the opportunity of literacy they must make good use of it. Currently, because of the well organised women organisations, women have learn to come together easily to work than men.

8.1. Age and Number of Learners in Group

The average age and numbers in an adult functional literacy class are 30 and 15 respectively.

Learning groups have facilitators who are either trained teachers, middle school leavers secondary school leavers, National Service personnel or cadres of the revolution or GILLBT trained. They have short periodic courses run by NFED for them on teaching methods. These facilitators are under the supervison of what NFED calls superisors.

NFED subsribes to the Brazilian educationalist Pauol Freire's pedagogy of learning and teaching, "conscientization" where learners are assisted by the facililatator to discuss a topic relevant to their daily life before going on to learn the syllables, words and sentences connected to the topic. Most of these daily activities are already in the learners rimers. Discussing before learning the literacy aspect promotes understandable learning in the face-to-face teaching. It is then reinforced by the radio programme. Normally, the radio producer visits an Adult Functional Literacy Class unannounced to prevent eye-sevrice or rehearsals by the class. Otherwise, the recorded material when broadcast becomes un-natural.

In the class, the radio producer records what she wants to portray in the broadcast bearing in mind the objective of the programme i.e. the functional theme. It could be the activities preceding the literacy facilitating and learning. Or a facilitator handling a class in literacy skills i.e. reading or calculation. Or a drama. An interview or a report by the secretary of the class. Or questions, achievements and problems of the class.

The outside recorded items are taken to the studio, well planned, scripted and recorded in a 30 minute programme in any radio format provided the presentation and recording effectively convey the message to the listener. As far as the format is concerned, there is flexibility, the producer is free to choose any appropriate one.

Besides, sometimes visiting the Adult Functional Literacy Classes unannounced, for any other programme, the artists must be informed, the item to be recorded rehearsed properly before recording.

Feedback is as in the Water Health Integrated programme. The only difference is that in the Functional Literacy Class, the class secretary does the

reporting and sends to the producer. Instant feedback by the general public also comes verbally and through the Radio Forum.

8.2. Achievements

Ura-Radio is just a few years old but tremendous achievements is seen in the life style of the people especially on agricultural methods,healt, civic awareness, women and community development including literacy. Many Adult Functional Literacy Learning groups are springing up outside the pilot areas. The problem now is the logistic support because NFED did not budget for these. There are no permanent structures for learning for all classes except those who did so through communal labour.

From the Leraning groups are emerging co-operatives, social clubs and development committees. They are fostering unity, communal labour and helping learners to address common problems. Therefore radio is a very effective support for face-to-fact teaching in rural areas. Anxiety is growing among communities and school children to compete in relevant materials for broadcast.

8.3. Drawbacks

* Political instability of developing countries tell greatly on distance educational institutions for policies and priorities change.
* Donor countries supporting developing countries in distance education often attach strings to their funds-conditions are laid to be followed. Otherwise no loan whether these conditions are conducive to the receiving country or not.

- The involvement of expatriates in distance education in developing countries is advantegeous but when they finally pull out, most often, the institution collapses.
- Lack of co-ordination and collaborationrender distance education institutions in developing countries under utulized. Resources are wasted by duplications and sometimes in an attempt to surpass each other competition breeds conflict.
- Decentralisation augurs well for distance education projects whose head offices are in the urban areas, then delays in decision-making, delivery of goods and services will not be much of a problem. This means that note should be taken on effective planning, organisation and implementation strategies.
- Research is very vital for th esurvival of distance education in developing countries especially for adult illiterates because of their strong cultural beliefs and practices including other social, political and economic responsibilites which determine priority needs.
- Progress and summative evaluations are very necessary for replanning and reinforcement of distance education.

9. FUTURE PLANS

Provided any organisation iinterested in the support of Ura-Radio in its distance education and has planned well with GBC, Ura-Radio is all out to assist in developing the Upper Region through distance education.

Once NFED has already established good ties with GBC and it is hoping to provide distance education for other categories of people besides the illiterates and neo-liteates, Ura-Radio will always play the supportive role.

Ministry of Education has some good news in the pipe-line for children who have passed the school going age in the Upper Region called "Shepherd Schools" because they are not old enough to join the Adult Literacy classes. Ura-Radio shall provide the necessary messages on air for the mass campaign and follow-up with motivational and reinforcement programmes for its success.

Concluding, the Upper Region, though a late bloomer hassome potential for distance education as far as Ura-Radio and other educational institutions are concerned. The problem is how to tap these resources effectively to achieve a nationalistic or regionalistic other than nepotistic or individualistic ends.

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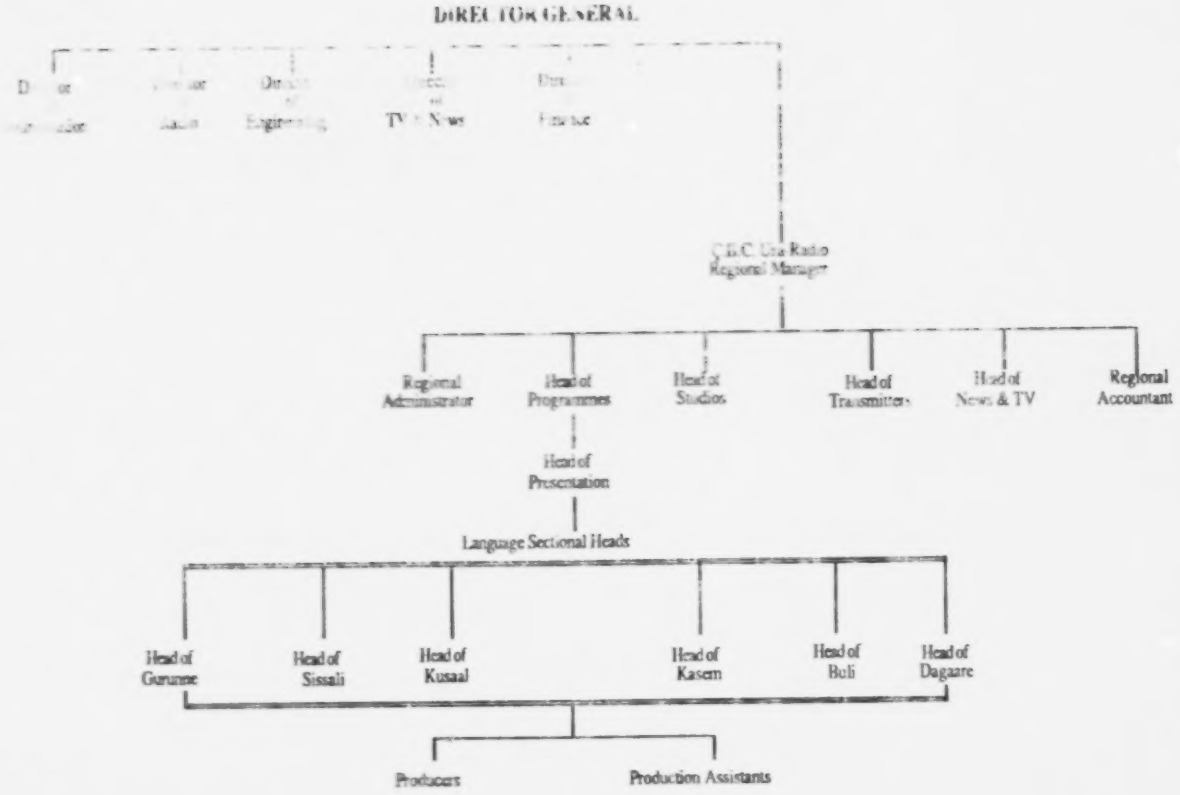

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THE GHANA INTSTITUTE OF LINGUISTICS

by

MICHAEL AWIMBILLA

II-B- GHANA *(Michael AWIMBILLA)*

LITERACY AND BIBLE TRANSLATION AT THE GHANA INSTITUTE OF LINGUISTICS

LITERACY AND BIBLE TRANSLATION (GILLBT) *(Michael AWIMBILLA)*

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2. "GILLBT"

2.1. Introduction and Background

The Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) is a non-governmental organization which for the past 29 years has been involved intensive linguistic research, literacy and Bible Translation. Though a Christian organisation, GILLBT works in the interest of all Ghanaian communities regardless of religious, political or cultural background.

Work was started in 1962 under the auspices of the Summer Institute of Linguistics (SIL). As time passed, a conviction grew among Ghanaian Christians and others involved in literacy and Bible translation that there should be a greater partnership with the Christian community in Ghana. As a result the Ghana Institute organisation replaced SIL in 1980 and was renamed Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) in 1982.

GILLBT is affitiated with the Institute of African Studies (AIS), the Language Centre, the Department of Linguistics and the Institute of Adult Education (IAE). GILLBT keeps the University fully informed of its activities and develops the plans of its members in consultation with the University. It submits detailed annual reports of activities to IAS with copies sent to the other university departments concerned. GILLBT also collaborates with and provides services to the Non-Formal Education Division (NFED) of the Ministry of Education, the Bureau of Ghana Languages, the Department of Community Development, churches and other religious bodies.

2.2. Organisation Base

The aims of GILLBT as presented in the constitution are as follows:

* Provide linguistic research in languages of Ghana which have not been studied and prepare and adequate alphabet; analyse and compare languages and put into easily available form the results of this research;
* Provide linguistic training, written metarials and expert counsel and otherwise assist and cooperate with individuals, institutions and agencies, both governmental and non-governmental, which are engaged in or interested in similar linguistic and charitable activities, both in Ghana and abroad;
* Prepare literacy materials and basic literature; prepare and translate the portions of the Bible and other books of high moral value and promote their use among people whose languages are being studied;
* Encourage such advanced study and research in linguistics and related fields which will further the objectives of the organisation;
* Send qualified pepsons to work among the people whose languages and dialects are to be researched;
* Undertake and execute any charitable trust which may lawfully be undertaken by GILLBT and which is conducive to the attainment of its objectives;
* Receive gifts, donations and grants from both Ghanaian sources and abroad;
* Purchase, lease and otherwise acquire land, buildings and property of any kind, movable or immovable, or any interest in the same for or in connection with or to further the above mentioned purposes or any of them.

2.3. Financial Base

GILLBT is a charitable, non-profit-making organisation that depends on individuals, churches and other charitable groups, both in Ghana and abroad, for financial and material support. To ensure total autonomy over its policies and resources, GILLBT has a Board of Trustees and an Executive Committee to formulate policies and monitor the resources available. A Finance Committee is established to give advice and general oversight on the financial operations. An Annual General Meeting (AGM) o all GILLBT members offers all voting members of the organisation the opportunity to actively participate in decision making, thus ensuring a sense of belonging to and becoming an active participant in the organisation.

2.4. Description of Work-Audience

Because literacy is a part of the total work, GILLBT is involved in non-formal education. Hence, our target group is mainly adult mother tongue speakers who lack the skills of writing, reading and numeracy. These people live mainly in village situations and are motiated to learn in their mother tongue.

2.5. Types of Courses

Courses are held which train pre-literate people in the skills of writing and reading. Other courses and seminars are held to train teachers and supervisors as well as to give orientation to the responsibilities of maintaining literacy in the language community.

There are various stages or levels of learning within the languages that have on-going literacy programmes. The first level is the basic primers where

students master the first learning books, the primers, prepared by the people who specialized in the linguistic study together with some members of the language community. Students who are able to complete the set of primers are tested, then awarded basic certificates. Writing as well as reading is included in the primer material. Learners are encouraged to g to the second step which is the advanced level. At this stage students read standard mother tongue literature. Most of this literature is development oriented, e.g., farming, health, fishing, etc. Students improve their ability to write by writing stories, riddles, etc., and also improve their fluency in reading. After completing a set of literature books determined by the programme administrators, students are tested for advanced certificates. The third stage involves bridging into a second language; in most cases English is preferred. Bridge books are prepared, first for oral and then for written English. As in the beginning stages, certificates are awarded for achievement in both oral and written English. Those who perform above average are normally encouraged to continue in formal education schools.

Seminars, workshops and training courses are conducted as necessary for those in administration or supervision of the literacy programmes. If personnel from several literacy programmes attend a course, instruction and discussion is in English. Training courses for mother tongue volunteer teachers is in the language of the communtiy. This is important to note because teachers are all volunteers and many of them have received certificates from the mother tongue literacy programme.

2.6. Organisation-Administrative Staff

The administration of GILLBT rest mainly with the Executive Committee which is responsible for the overall management of the

organisation. The Director is the chief administrator and is directly responsible to the Executive Committee in implementing decisions. Four Associate directors handle the technical and specific aspects of the total work. They are responsible to the Director.

2.7. Technical Staff

Personnel in this area usually have university training in the specialised fields of research and application.

* Linguists-translators have been highly trained in all aspects of linguistic research and analysis and in the skills of translation. They study and analyse the languages with the ultimate goal of developing appropriate alphabets for the translation and related literacy work. All of these aspects are done in cooperation with mother tongue speakers. They work with mother tongue speakers in preparing an understandable translation.
* Literacy personnel consist of coordinators and specialists in various aspects of literacy. Their tasks are wide and varied: holding training seminars for administrators of literacy programmes, orientating people to the responsibilites of Literacy Committees, training for writers and literature production, general management techniques.
* Consultants are active in all areas of the technical work-linguistics, anthropology, translation and literacy. The conultants are usually personnel who have had much experience in the field.

2.8. Facilities

GILLBT administrative centre is located in Tamale, Nothern Region, Ghana. The centre includes

* Administrative offices,
* A library,
* A language projects office which has general oversight on all field work including linguistic, translation and literacy needs,
* A print shop which has an offset press and other equipment to adequately print the literacy and scripture materials in the various languages,
* A few vehicles for necessary travel.

GILBT also maintains a two-way radio network with the administration office in Tamale, the business office in the capital, Accra, and the personnel residing in village locations.

3. THE KUSAAL LITERACY PROGRAMME

3.1. Background

The Kusasis form an ethnic group of about 300.000 people. The language they speak is Kusaal. They live in the northeastern corner of Ghana in the Bawku District, an area regarded as densely populated. Traditionally, the Kusasis are mainly subsistence farmers with a few engaged in cash crop farming for additional income for themselves and families.

A large percentage of Kusasis practice ancestral worship with an estimated 7% Christians and 4% Muslims (P.Barker). Literacy rate in both English and Kusaal is now encouraging but still relatively low.

Kusaal was one of the first languages where linguistic research and translation started in Ghana. A British couple, David and Nancy Spratt, first settled in Kusasi-land in 1962 under direction of the Summer Institute of Linguistics (SIL). With assistance of members of the community, they did language lerning, analysis of the language and formulated the appropriate

alphabet and grammar. By 1973 they had prepared teaching books for adult literacy classes. In 1977 the New Testaments was completed, printed and dedicated. They left shortly after the New testament was dedicated.

Classes continued for some time but as time passed literacy became dormant. This was partially due to the fact that supervision of the clases was under the direction of the church authorities. When those people were transferred to another area, the incoming person was not acquainted with the programme and, not being a speaker of Kusaal, was unable to maintain interest in the programme. In 1982 another team from GILLBT was sent to revive literacy in the Kusasi area. With the active assistance of interested individuals in the community, the first training course for voluntary literacy teachers was organised in February 1982.

3.2. Aims and Objectives

In order to guide literacy wrkers in the endeavor to make the Kusasi community literate and to ensure easy and comprehensive evaluation of the programme, the following aims and ojbectives were adopted:

* To teach all interested pre-literates and semi-literates (those who possibly knew the English alphabet but could not read) in the Kusasi communities to become fluent readers and writers of Kusaal;
* To enable the Christian portion of the Kusasi community to read, study and understand the Word of God in their own language;
* To enable them to become aware and conscious of their own environment and to improve their living standards in the areas of health, agriculture, education, etc;
* To help them to hae a realistic approach to cultural, traditional, socio-economic and religious problems facing their community and to find concrete solutionsto them;

- To establish and promote viable communication channels within the Kusasi district such as:
  - Kusaal local newspaper,
  - Locally authored literature and
  - Educative and imformative programmes in adult literacy classes.
- To help bridge the gap which exists between the literates and pre-literates and to encourage self-respect and recognition of the value of all people;
- To encourage and promote arts and crafts as a cultural value and as a means of communication in the Kusasi community;
- To encourage literates in Kusaal to bridge into English and then into formal education schools and other institutions; and
- To incorporate community development activities into adult literacy classes with the view of improving the living standards of the people.

3.3. Audience

The target audience is the adult pre-literate mother tongue speakers. However, interested non-adults are given the opportunity to learn. All learners are encouraged to bridge into formal schools as mentioned earlier. In some situations mother tongue literacy is being offered in primary schools, that is, primary 1, 2 or 3, for initial learning to write and read. However, this is not the main thrust of Kusaal literacy.

3.4. Duration

It is hoped that the programme will last as long as the language group exists and until the average Kusasi acquires the skills of writing and reading. However, short term plans as well as long term plans are developed to guide literacy personnel in carrying out their work effectively and efficiently with

the given available materials. Mention must, however, be made that the literacy project operate in "phases", thatis, from Phase 1 to Phase V. Presently the Kusaal programme is in Phase IV. Details of this is explained in #3 below.

3.5. Program Outline

The literacy programme is progressively carried out in various phases as follows:

Phase I-Initial work

* Research work in the language analysing and developing appropriate alphabet;
* Production of primers;
* Testing the primers in actual class situation, with revision as necessary;
* Training of teachers;
* Starting trial classes in limited number of villages;
* Possible appointment of part-or full-time supervisors;
* Promotion of a programme to involve local leaders in preparation for the next phase.

Phase II

Classes beyond the trial classes are beginning run on a regular basis with satisfactory attendance. During thes phase methods and procedures for testing students are being established, the relationship between teachers and supervisors defined, a leadership structure evolved and an expansion programme initited.

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As a result, momentum for a continuing programme builds up. This expresses itself in several ways:

- A relatively large number of new literates;
- A growing number of teachers and supervisors to meet the needs of
- Increasing number of new literacy classes in a larger area of the language community;
- Greater involvement of mother tongue authors in the production of postprimer materials and
- An effective structure for managing the programme which includes contacts within the community for potential Literacy Committee membership.

Phase III

At this stage the programme is now ready for self-management. Programme operating responsibilities are gradually transferred to the indigenous structure, i.e., the literacy committee, established for this purpose. Teachers and supervisors training prorgammes as well as initiation of new literacy classes become the responsibilities of the local leadership. GILLBT continues to organise writers workshops and provide assistance in the publication of post-primer literature.

Phase IV

This is the self-managing phase. At this stage the programme is administered by the community members themselves. A test programme is proposed to relate literacy to development needs using mother tongue approach. Community nedes have already been a part of the whole programme

because books on development subjects such as healt, clean water, agriculture, cooperatives, farming, soap-making, etc., have been prepared as post primer literature. These subjects are used as the bases for books in more detail to meet community needs. For greater effectiveness, a more structured approach is made with the establishment of a Central Literacy Committee. This Committee defines its role in the community by identifying community needs and how to meet those needs. A comprehensive and workable constitution is written governing the planning and implementation of the prgramme. The Literacy Committee, therefore, becomes the administrative body of the programme. However, GILLBT remains involved indirectly in an advisory or consulting capacity, as well as assisting in specific training and with publication needs. ILLBT also assists projects in this phase to establish a financial base by giving loans to establish Income Generating Projects (IGP).

Phase V

At this stage the programme is considered largely independent with very little or no financial assistance from GILLBT. It generates its own funds from IGP's, local fund-raising, other donor agencies, etc.

The Kusaal literacy Programme is now in Phase IV. There is good Land progress with proper administrative and financial management. It will probably move into Phase V in the next few years.

3.6. Materials

Basically, the materials used in this prgramme are in three categories: primers, post-primers and bridge books.

Primers: There are two primers in this category. These are the teaching books prepared as carefully as possible to correspond with the structure of the language which is already understood, subconsciously, by the speaker. This material is throughly researched by the GILLBT linguist who has worked in the language and analysed it carefully. These books are prepared to be productive so that the learners can use their language in every day situations, both by reading and writing.

Post-primers: After the students have completed the primer series, there is the need to become fluent. That means that there is the need to read new materials to improve fluency and to deepen the skills of writing and reading. Post-primers books are, therefore, prepared initially by the team working in the language. Later, potential writers from the literacy classes are given training in literature production. These materials reflect the socio-economic, political and spiritual needs of the people.

Bridge materials: These are materials prepared to help literates in Kusaal use, in a second language, the skills of writing and reading which have been mastered. These materials are for people who have bcome fluent in both writing and reading Kusaal. In the Kusaal programme English is the preferrde second language since, at present, it is the language of business and government. The beginning bridge books are for oral English. Then the advanced level is for written English. Kusaal material at this level is ready for printing.

3.7. Achivements And Results

After ten years of literacy among the Kusasis there have been remarkable results in the following areas:

- Health-Articles concerning health have been published in the Kusaal news bulletins.Constant health educational campaigns have been organised in literacy classes. As a result of these efforts, dramatic improvement has been made in health conditions of the people, especially in the areas of treatment and storage of hygiene, etc. Whenever there is an outbreak of an epidemic, leflets on prevention and treatment of such an epidemic are prepared in Kusaaland circulated among the communities. One clear example is CSM. This has been completely controlled as a result of public education through articles published in Kusaal on the disease and its control.

  When one of the first classes started in the village of Bulpielisi, advanced students began reading articles on health in the Kusaal, news bulletin. Theysaw the need to establish a community clinic to cater for the health needs of their village. Wells were also sunk for good drinking water.

- Education;Parents now see the need to send their children to schol rather than use them on farms or as herd boys. Community members have constructed schools and employed teachers to teach their children. Many Kusaal literacy students who perform above average are able to bridge into formal education schools and other institutins. Available records show that such students perform exceptionally well as a result of mother tongue background.

- Economic; There has been remarkable improvment in the farming methods of the people as agricultural specialists are peridodically invited to give talks on new farming techniques to literacy students who are mainly farmers. Co-operatiave farming is also encouraged and has led to the formation of several co-operatiave groups. These groups enjoy loans from the Agricultural Development Bank. The Kusaal literacy project also gives out limited amounts of money as loans to literacy classes to establish farms.

Market women are able to use the numeracy skills in the local business transactions.

* Social; Most mother tongue literates are now playing leading roles in their communities. Some are able to organise their people to embark on self-help projects in an effort to devlop their villages. Some are serving as secretaries and treasurers to their village development committees. Village community centres are also constructed to serve as places for social gatherings, entertainment, etc.

* Impact on Women-The women, who formerly were regarded as being incapable of playing leading roles in the community and were therefore mostly left out in decision making, are now proving their competence in the following areas:

    * Formation of women's groups to undertake economic ventures, such as, sheanut picking, shea butter extraction pomade and soapmaking, dry season gardens, etc;
    * Organisation of literacy classes with women as facilitators and supervisors;
    * Involvement in the administration of literacy projects;
    * Taking leadership roles in village development committees, village health committees, etc.;
    * Managing community bore-holes and reporting-damages to technical offices in charge; and
    * Formation of women's aforestation groups to embark on tree planting to check the deforestation and to educate the community against indescriminate felling of trees.
    * Religion-Most community members who are christians and have become literate in mother tongue are able to read as well as study the Kusaal New Testament and apply it to daily lifes. Some have actively

taken up leadership roles in their churches whilst others go in for training to become pastors and evangelists. Several churches have been established through literacy.

* Culture-The production of literature on cultural practices in Kusaal and the introduction of cultural activities in liteacy classes have in no small way contibuted to culturalrevival among the Kusasis. Outmoded cultural practices are being discarded in the interest of development oriented cultural practices.

On the whole the introductionof mother tongue literacy has remarkably improved the total life style of the Kusasi community.

3. 8. Evaluation

* Evaluation of literacy students is done by testing. This is usually stages-thus:

Stage 1-For basic certificates, students who fall under this category should have:

* Mastered all symbols and sounds in the language
* Completed the primer series
* Attained a standard mark of 75%

The test consist of:

* Reading an unseen paragrahp equal in difficulty to the most advaced book in the primer series and answer questions orally.
* Writing dictation of 10-20 words or 2-3 simple sentences from the primer series.
* Writing of student's name.

Stage 2- For advanced certificate-students at this level should have:

- Completed at least 8 booklet (post-primer) of increasing difficulty to the level of difficulty of scriptures.
- Attained a standard mark of 75%.

The test consist of:

- Creative uriting of a letter o a short story of at least 2 paragraph.
- Read any passage prepared by the examinars and answer questions in writing.
- Writing of stuned's name and names of peopleand places.

Stage 3- Oral certificate for second language.

- Completing of oral second language materials.
- Read in mother tongue additional advanced materials
- Testing-standard of 75%correct.

The test consist of:

- Answering in second language 20 questions equivalent to oral material.
- Creative writing in mother tongue of one (1) long story (A4 paper) or two) (2) short stories.

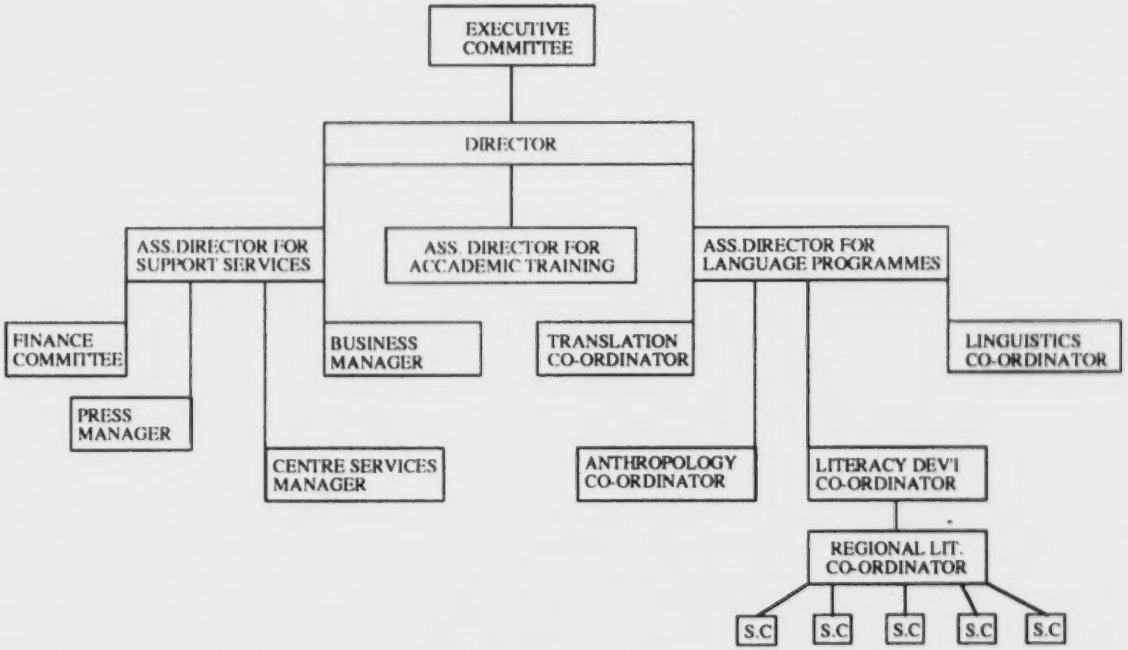
- General evalualtion of the total literacy programme is done quarterly and annually by sending forms and questionaires to be completed by facilitators supervisors and managers after which everything s compiled in one report. Evaluation usually covers the following areas:

  - Training courses held during the period e.g. teacher training supervisors seminars, committee training writers workshop etc.
  - Community development activites carried out by literacy groups.
  - Women's involvement in literacy and development.
  - Literacy days organised and number of certificates awarded (a video cassette onone such days is available for illustration).
  - Statistics covering number of classes villages covered, supervisors, facilitators, students etc.

MAP OF GHANA

GILLBT OPERATIONAL AREA

GILLBT ORGANISATIONAL STRUCTURE



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STATISTICAL DATA OF GILLBT LITERACY PROGRAMME

AS AT DECEMBER 1990

NAME OF PROJECT	POPULATION (IN 1000)	YEAR LIT STARTED	PHASE	SUPERVISORS		TEACHERS		STUDENTS		NUMBER OF CLASSES
				PAID	VOL.	MALE	FEM.	MALE	FEM.	
1.Adele	8	1987	II	1	1	2	-	40	10	4
2.Bimaba	66	1972	V	5	12	117	6	756	654	75
3.Binfor	60	-	I	-	-	-	-	-	-	-
4.Buli	125	'83	II	1	-	20	-	382	-	26
5.Chokosi	28	'84	III	-	2	29	2	253	89	16
6.Chumburung	27	'77	IV	1	1	13	1	107	28	28
7.Dagbani	435	'84	III	2	11	147	3	2.010	585	106
8.Frafra	485	'77	IV	2	5	305	9	4.773	3.213	314
9.Kokyode	10		II	2	2	6	-	56	-	6
10.Hanga	3		IV	1	3	46	3	267	143	46
11.Kasem	75	'76	IV	3	13	121	5	3,874	2,052	287
12.Koma	3		I	-	-	-	-	-	-	-
13.Konkomba	220	'76	V	8	30	262	2	3.1000	302	272
14.Kusaal	300	'81	IV	2	30	303	-	5,187	3,450	258
15.Lelemi	30	'83	III	2	1	30	-	90	160	30
16.Mampruli	117	'85	IV	-	1	40	-	607	148	40
17.MaiDeg	18	'83	II	3	4	46	3	267	143	49
18.N.Laanra	24	'77	I	2	6	40	1	444	164	41
19.Nawuri	10	'87	II	1	-	3	-	25	-	3
20.Nkonya	22		IV	-	-	-	-	-	-	-
21.Nzuba	6	'87	IV	1	-	-	-	-	-	-
22.Sisaala	118	'72	IV	1	4	57	3	927	137	49
23.Tampulma	10	'78	IV	1	3	55	-	436	225	55
24.Vagla	4	'72	IV	1	4	27	-	186	7	27
25.Bassari	22	'89	IV	-	2	34	3	200	60	21
26.Pasale	-		I	-						

INDIA

A

INDIRA GHANDI NATIONAL OPEN UNIVERSITY

by

DERVISH GOPAL

III-A-INDIA *(Darvesh GOPAL)*

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1. INDIRA GHANDI NATIONAL OPEN UNIVERSITY

1.1. Introduction

Recent years have been a rapid increase in the establishment of distance teaching institutions all over the world, especially in developing countries. Lack of human power in terms o trained trainers and the paucity of financial resources have made distance training institutions a viable means of providing high-quality, low-cost education to the maximum number of people in developing nations. While such institutions have gained credibility in both eveloped and developing countries, priorities in offering educational programmes necessarily differ. The specific role and objectives of such institutions would further depend upon the particular social, historical and cultural contexts from which they emerge. Indira Ghandi National Open University is one of such phenomenon that has emerged in response to the educational and developmental needs of post-independent India.

The expansion of higher education in India ater independence has been phenomenal, both in terms of number of institutions and in terms of student involvement. From west 22 in 1951, the number of universities has increased to 176 in 1987-88. Despite such a massive expansion, higher education has not been able to meet the increasing requirements. The primary aim for launching the correspondence courses in 1962 was the ever increasing demand for higher education in the counry and it was thought necessary to develop an alternative system of higher education which could cater to the educational needs of those clientele who, due to one reason or the other, were not in a position to take advantage of the facilities prvidedby the formal system.

The late 1960s and 1970s saw an extensive expansion of correspondance system of education. As of today, about 0.4 million students are enrolled in the

correspondance education system in he country. But it does not necessarily indicate the extent to which the system has been able to reach the weaker sections of the community and the remote areas in the country. It is natural, that the educational needs of the weaker sections and rural and remote areas are significantly related to employment and occupational opportunities. As most of the programmes underthe correspondance systems are of general higher education category of the type offered by their mother universities, the response of clientele from these areas get limited. Very few courses, especially those offered by correspondence or extension wings of agricultural universities, are directly relevant to the needs of common man.

Another factor which has come in the way of better access to the programmes offered by the correspondence institutes, is the limited contact nd practical facilities being provided by these institutions. Most of the institutions conduct the contact and practical sessions at their head quarters or at few other centres, which are invariable in metropolitan cities or state capitals. The majority of the people from the socially weaker sections or from remote areas find this quite inconvenient, as due to economic and geographical reasons, they are unable to reach far off places for availing the facilities provided in the contact programmes. Hence, those who are enrolled from these remote areas have to satisfy themselves with only the "lessons" sent by post to them, which is only one component of the instructional package. The quality of education through correspondence varies considerably from one institution to another. Although the correspondence prgrammes may be non-conventional in nature, without expecting the student to come to the institutions with well structured time schedule and attendance rules, it can not be said that they have beenable to break completely the walls that stand on a rigid system and reach quality higher education to the door steps of students from all sections and areas of the country.

The democratisation of quality higher education related to the educational needs of the community is the most important objective of the National Open University. This is embodied in the IGNOU Act 1985.

1.2. Development of Distance Education in India

Although distance education is of recent origin in India, the need for such a system had began to be felt soon after the independence of the country in 1947. The increase in demand for higher education on one hand and limitations of the formal system of education on the other, led to the search for an alternative education system.

Distance education in its early forum of correspondence education came into, being in the country in the early sixties. The school of correspondence courses and continuing education of Delhi University was first institution in the country to introduce correspondence courses in 1962.

The idea of establishing an Open University was first mooted in the early 1970s. The government of India appointed a working group in 1971 to examine the feasibility of establishing an Open University in India. This idea received further impetus when the committee to enquire into the working of the central Universities appointed by he UGC in 1982 recommended: "that practical steps for creating a National Open University of Distance Education be taken up without delay." The committee further recommended that "mass media such as radio and television, which are being used in conjunction with the correspondence education, and for which greater potential' is being created through the satellit should be employed in a systematic manner to enlarge the scope and enrich the quality of distance education".

Former Prime Minister Rajiv Gandhi gave expression to this announcement in early 1985. Soon after, a committee was constituted to prepare the draft bill and work out details of establishing the national Open University. The IGNOU came into being in September 1985 by an Act of parliament. The University was formally launched on 19 November 1985 by prime - Minister Rajiv Gandhi. The University has juristiction over the whole of India.

Speaking on the occasion the then Prime Minister Rajiv Gandhi said:

> 'Our endeavour is that in India the poorest... (will) receive the best possible education... This open universit will eqtend educational opportunities to all the corners of the country...' The jurisdiction of the University exends to all regions of the country, catering to the needs of all sections of society by underscroring employment needs and other nation building activities.

1.3. Objectives

The primary aim of it is to democratise education by throwing open what were hitherto the ivory towers of learning accessible only to privileged universities. That the parameters within which the university functions are rather wide is clear from the following excerpt from the Indira Gandhi National Open University Act.

> "The objective of the University shall be to advance and disseminate learning and knowledge by a diversity of means, including the use of any communication technology, to provide opportunities for higher education to a large segment of the population and to promote the educational well-being of the community generally to encourage the Open University and

distance education system in the country and to coordinate and determine the standards in such systems."

In other words, IGNOU aims to:

- Providing opportunities for higher education to large sgment of population and seeks to achieve the educational well-being of the community.
- Promiting the concept of distance learning in the country by coordinating and standardising the distance education system throughout the country.
- Providing access to higher education to the disadvantaged groups and individuals to unlock opportunities for upgrading knowledge and skills.
- Bringing higher education to the dorsteps of all those who look for it.
- Promoting national integration and the integrated development of human personality.
- Providing high quality education at the university level.

The most innovative and significant features of the University are:

- The relaxed entry rules
- Study according to the students own pace and convenience
- Flexibility of choosing the course combinations of courses from a wide range of courses
- Study in the stunedt's own chosen place
- Use of modern communication technology in the production and delivery of courses

1.4. Organisational Structure

The president of India is the visitor of the University. The Vice-Chancellor is the principal academic and executive head of the university. The vice-chancellor is assisted by three provice-chancellors of the uniersity -- directors, registar staff, and finance officers. The following are the governing and administrative authorities of the University:

- The Board of Management

* The Academic Council
* The planning Board
* The Board of Recognition
* The schools of Studies
* The Finance Committee; and
* Such other authorities as may be declared by the statutes to be the authorities of the University.

The board of Management is the principal executive body of the University. The Academic Council is the principal academic body of the University. The planning Board is the principal planning body of the University, and is responsible fr admitting colleges to the privileges of the university.

The work of the university is currently organised in thirteen Divisions. A chart showing the organisation is enclosed at Annexure-I. The work responsibilities handled by each division are indicated below.

School of Studies: This Division is responsible for recommending the curriculum/syllabi for various courses, and for preparing the course material with the help of course teams, etc; for all the disciplines in the University through the school of studies. The various schools of studies are:

* School of Science
* School of Social Sciences
* School of Humanities
* School of Computer Education
* School of Helth Sciences
* School of Engineering and Technology
* School of continuing Education
* School of Education

Each school is headed by a Director who is responsible for all academic work of the school. The work of each school is organised on an inter-disciplinary basis. There will be disciplines but not rigid disciplinar boundaries.

1.5. Relationship With other Instituons Internal and External

To realise its objecties, IGNOU has to interact continuously and constantly with other educational, governmental and nongovernmental organisations.

In course development, and organising study centres and regional centres, IGNOU needs the cooperation of local universities, colleges and educational and research institutions. To work out these arrangements in cooperation with such organisations, IGNOU is given a free hand.

It is the responsibility of IGNOU to provide leadership and function as a resource centre for all the distance education institutions in the country i.e. correspondence institutions, state level open universities, etc.

The Government of U.K. and the British Open University had agreed to collaborate with the University in its development. The Government of U.K. agreed to support the visits of IGNOU faculty to Britain to acquaint themselves with the operations of the premier Open University, and arrange consultancy assignments of British exports to advice the IGNOU in getting up its own facilities. The agreement also envisaged the supply of some books and course materials. Later, towards the end of 1986, a team from the British Overseas Development Administration Department visited IGNOU, and on its recommendations the British Government agreed to support full project. This project involved assistance in areas such as equipment, books, software,

consultancies, training and short visits. Functionally useful research programmes which might either yield material for courses to be offered by the University in employment/work related areas, or those relating to development of systems, technology, etc. relevant to distance education would receive high priority.

Details of British Assistance to IGNOU During Initial Phase of Its Establishment (January 1986 to March 1988)

Item		Cost in Pounds	Number
1	Training in U.K.	92,000	14
2	Consultancies	92,000	8
3	Visits to U.K.	45,000	16
4	Software	63,052	-
5	Books & Course Material	10,000	-
6	Bids	10,000	-
7	ODA Appraisal	12,500	-
TOTAL		324,552	38

This was followed by another phase of ODA assistance for which a separate agreement was signed. For the perod of 3 years from April 1988. The follow of assistance was as follows.

1988-89	£1,862,097
1989-90	£ 535,097
1990-91	£ 958,947
	£3,356,131

Some time in 1985 the Japan Government indicated willingness supplying electronic and communication technology - related equipment. An agreement was signed between the Government of India and the Government of Japan in November 1988 for the supply of electronic equipment required by the University.

1.6. Courses and Programmes

The University is at present offering Bachelor's Degree programmes in Humanities, Social sciences, Commerce and library science

* Bachelor's Degree programme in science subjects is proposed to be launched in 1991/92.

The first cycle of the Bachelor's Degree programme in 8 basic discipline would be completed in 1997. By then, there will be at least a course of 9 credits in each of these disciplines (see chart)

The structure of the existing Bachelor's Degree programme is flexible enough to permit a wide range of choice in the combination of the courses.

A Bachelor's degree requires 96 credits, of which 24 comprising foundation courses are compulsory. For the remaining 72 credits students can choose any 9 courses from a total pool of 32 courses.

*** Diploma Programmes**

There are at present 3 Diploma programmes. One in Management; one in Distance Education; and one in creative writing. Each of these diploma programmes consist of 4-5 courses. Students who wish to qualify for the diploma have to complete all the courses which comprise the programme.

*** Certificate Programmes**

In addition, the University is offering one certificate programme in Food and Nutrition. The programme has 3 courses all of which should be completed to qualify for certificates.

The Bachelor's Degree programme currenly admits students from two different streams. Those who have successfully completed the higher secondary stag are directly admitted to the Bachelor's Degree programme. Those who have no formal qualifications are admitter to a preparatory programme of 3 months before they are registered for the Bachelor's degree programme. The majority of students at present latter category.

*** Masters Degree**

The University would endeavour to develop Master's Degree programmes around functional specialisations. The Masters Degree programmes to be offered by the University will be significantly different from those offered by the conventional system. The Master's Degree programmes of the University will be developed around the professional competence and working knowledge of saving personnal.

*** Research Degrees**

The Research degree programmes to be offered by the University will be innovative and different from those offered in the traditional system in many ways.

The research programmes of the University will not have heavy course work for which formal face-to-face interaction between students and teachers is necessary. The university will endeavour to buld its research programmes on the experience gained by working people on problem solving, project formulation and implementation, work exerience in R & D organisations, etc.

The research programmes to be launched by the University would not completely open-ended; the University will try to promote research programmes which have immediate utility.

1.7. Student Evaluation and the Instructional System

The Student evaluation system adopted by the University is a combination of continuous internal assesment as well as the external examinations. The internal assessment component consists of Tutor Marked Assignments (TMA) and Computer Marked Assignments (CMA) which together are weighted 30% of the final grading. The external examinations account for the remaining 70%. These external examinations are designed and administered on the same basis. as the conventional system. The University follows the grading system. The University adopted a multi-media approach in its instructional system. It consisted of self-instructional print materials, video and audio programmes and counselling sessions. Generally a four credit course would have 4 video and 5 audio programmes each of which has duration of 25 minutes.

1.8. The Study Centres

The IGNOU Act provides for the establishment of study centres and Regional Centres to support and strengthen the delivery system of the University. The major functions of the study centre are;

* It is the contact point for the students with the University
* It receives all student assignments and makes arrangements for their evaluation
* It has a library which stocks all study materials for the courses and programmes of the University
* It provides listening/viewing facility for audio/video programmes produced by the University for the various coures and programmes.

The University has at present 139 study centres, all of which have been established by the University and are maintained by it. Each study cntre has;

* 2 or 3 rooms provided by host institutions (a state government/University college/voluntary agency, etc.)
* An part-time coordinator appointed by the University (as college teacher)
* An Assistant Coordinator if he number of students attached to the study centre is large, and
* Part-time office and staff to maintain records of student assignments, etc.

1.9. The Regional Centres

The Regional centres are part of the establishment of the uniersity. Their main functions are:

* Coordination and supervision of the working of the study centres;
* Receiving applications for admission to all programmes;
* Collection of fees from students;
* Preparation of panels of counsellors/tutors for each study centre
* Maintenance of feed back records
* Ensuring the efficiency of the delivery system.

There are at present 14 Regional Cenres. Eventually there will be Regional Centre in each State. (see India Map) A Regional Centre has:

* A regional Directo. (at the level of a Reader);
* One Assistant Director;
* One lecturer and one Academic Associate.
* Adequate Supporting Administrative/Accounting staff

1.10. Areas of Interest to Take Part In Human Rights Programme

As we know, one of the cardinal purposes of education is the full development of the Human personality. But, it is important to stress that such development is possible only if the inherent dignity and the equal and inalienable rights of all human beings, particularly the weaker sections of the society, are recognised and protected. Education in human rights is essential for creating understanding and awareness of one's own rights and respect for the rights of others.

Indeed, the problems of social exploitation, political oppression, violence, war, terrorism, refugees, poverty, disease, unemployment particularly in India and the third world, are the direct results of violations of human rights in one way or the other. Recognition and protection of human rights is the only way to develop human personality and establish freedom, wustice and peace in any society, national or international. Education inhuman rights is also essential to develop necessary will and capability among the people to resist authority when abused and also to promote an attitude of tolerance, good-will towards other fellow beings which are essential for eliminating all racial, social and gender prejudices.

The state of human rights in India should be a matter of serious concern for all. Independent India has always been a consistent supporter of the

ideology of human rights both at home and abroad.The vital objective of the Indian constitution itself is the attainment of social, economic and political justice and equality of status and opportunity for all its citizens. However, exam after nearly half a century of independence this objective remains far from realised. Despite all the constitutional provisions and paper proclamations, fundamental human rights, particularly economic, social and cultural rights, are brutally denied to the under privileged and weaker sections of the society such as the tribals scheduled castes, unorganised labour, women and children.

If social through social changes is to be brought there is an imperative need to carefully study and analyse the human rights. situation. Undoubtedly, protection of human rights in my society calls for eternal vigilance and sustained efforts which are possible only in a climate of human rights awareness.

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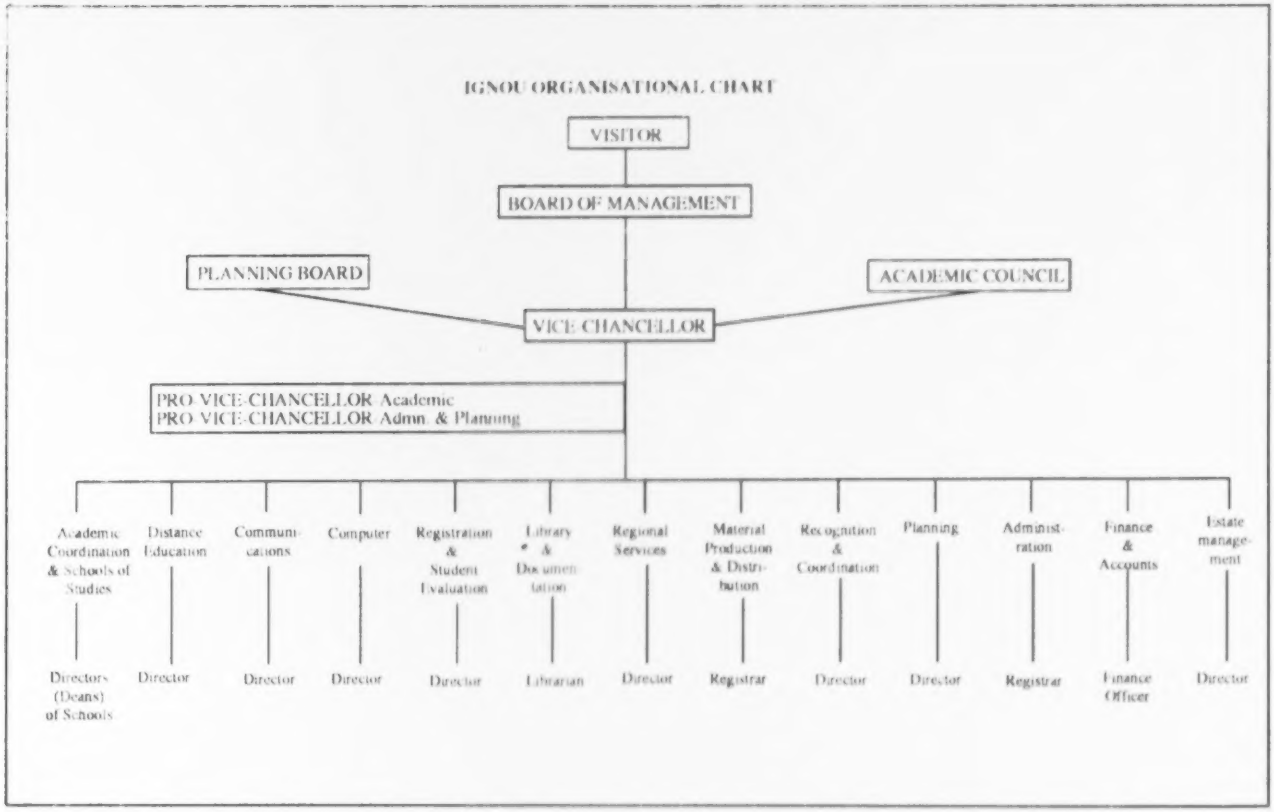
Academic Programmes of IGNOU

Academic Programmes	General Higher Education	Employment Oriented	Community Education Based	Research
Certificate		Computer Edn.,	Food & Nutrition Water & Energy Resources, Early child care and Education, Rural Development	--
Diploma		Management, Distance Edn, Higher Edn., Creative writing in English, Creative Writing in Hind Computer Edn.	Early Child care and Education, Water & Energy Resources, Food & Nutrition, Rural Development	--
Degre	B.A, B.Sc., B.Com.		Library and Information Sciences	--
Post Graduation	--	Distance Education Management		--
Research	--	--	--	--
Special Courses	--	--	--	--

Source: IGNOU - Status Report, Planning & Development Division, IGNOU, May, 1989.



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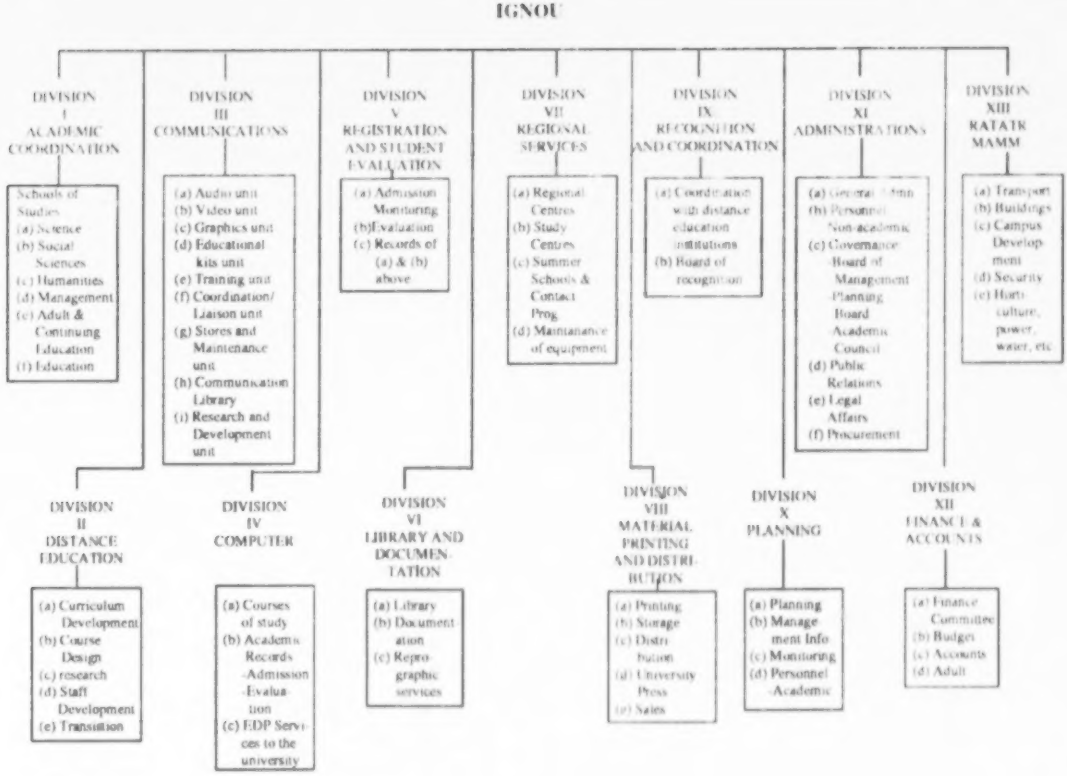

NOT: A Division is a major unit of organisation of the University

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INDRA GANDHI NATIONAL OPEN UNIVERSITY: ACADEMIC PROGRAMMES

S.No.	Name of the programme	Educational Requirements	Minimum Age	Admission Criteria	Duration Min	Duration Max	Commence -ment	Fee per annum	Medium of Instruction
1	Bachelor's Degree B.A/B.Com. Non=2 Stream B.A/B.Com 10+2 Stream	No formal qualification 10+2 or its equivalent	20 --	Int. Test on Merit	3/2 yrs 3 yrs	8 1/2 yrs 8 yrs.	January October	*RS.120=600/- RS.600/-	English & Hindi English & Hindi
2	Diploma in creative writing in English	No formal qualification	25	Self-assessment	1 yr.	4 yrs.	January	RS.900/-	English
3	Bachelor of library & information science	Graduate+2 years exp. in a recognised library	25	On merit	1 yr.	4 yrs.	January	RS.1200/-	English
4	Diploma in distance education	Master's degree or a Prof Degree in any sub	--	On merit	1 yr.	4 yrs.	January	RS.600/-	English
5	Bachelor of science	10+2 or equ.with scie.	--	On merit	3 yrs.	8 yrs.	May	--	English & Hindi
6	Certificate in food and nutrition	No formal qualification	20	--	6 months	2 yrs.	January	RS.160/-	English, Hindi Assamese Gujarati
7	Diploma in computers in office management	Graduate+2 years Supervisory/Managerial Experience (or) non graduate+6 years supervisory/managerial experience	25	Entrance test	1 yr.	4 yrs.	January	RS.2000/- Per diploma	English
8	Diploma in management (DIM)	Graduate+3 years supervisory/managerial experience (or) non graduate+6 years supervisory/managerial experience	25	Entrance test	1 yr.	4 yrs.	January	RS.900/- Per diploma	English
9	Advanced diploma in management (ADIM)	Pass in MS.1, MS.2 and MS.3 of DIM	--	--	1 yr.	4 yrs.	January july	RS.1050/- Per diploma	English
10A	Specialisation diplomas in management Human resource management (DHRM) Financial MGMT (DFM) Marketing MGMT (DMM)	DIM+Pass in any three courses of ADIM	--	--	1 yr.	4 yrs.	January July	RS.900/-Per diploma	English
10B	Specialisation diplomas in management (Direct) Human resource management (DHRM) Financial MGMT (DFM) Marketing MGMT (DMM)	Graduate with 3 years manage.(supervisory) professional experience or professional degrees in engg./tech., medicine architecture, law or professional qualification in accountancy, cost & works accountancy company secretaryship, or a master's degree	--	Entrance test	1 yr.	4 yrs.	January	RS.900/-per diploma	English
11	Integrative module			All those admitted to 10A	1 yr.	4 yrs.	January	RS.1000/-	English

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Academic Programmes of School of Correspondence Courses & Continuing Education, University of Delhi, Delhi

Academic Programmes	General Higher Education	Employment Oriented	Community Education Based	Research
Certificate	--	--	--	--
Diploma	--	--	--	--
Degree	B.A.(Pass) B.Com (Pass) B.Com (Hons)	--	--	--
Post-graduation	M.A.in Hindi Pol.Sc., History, Sanskrit & M.Com	--	--	--
Research	--	--	--	--
Special Courses	Hindi & Political Science	--	--	--

Table Cont'd ....

S.No.	Enrolment	Academic Year		
		1974-75	1979-80	1985-86
	3. Region-Wise			
1.	Delhi	11,103 (77.4)	6161 (73.7)	20,394 (95.01)
2.	Rest of India	3,118 (21.7)	1922 (23.1)	830 (3.86)
3.	Defence Personnel	127 (0.9)	128 (1.5)	56 (0.26)
4.	Students Abroad	--	144 (1.7)	186 (0.87)
	Total	14,348	8,355	21,466

Source:
Status Paper -School of Correspondence Courses and Continuing Education, University of Delhi, October 1987.

State Wise Enrolment of IGNOU Students

State/UT	1987	1988	1989
1. Delhi	725 (19.1)	8282 (33.96)	6814 (25.45)
2. Andhra Pradesh	492 (12.9)	1293 (5.3)	1200 (4.48)
3. Uttar Pradesh	369 (9.7)	3439 (14.1)	2649 (9.89)
4. Orrissa	311 (8.2)	1325 (5.43)	1567 (5.85)
5. West Bengal	259 (6.8)	1378 (5.64)	1441 (5.38)
6. Tamil Nadu	221 (5.8)	324 (1.33)	1062 (3.97)
7. Rajasthan	209 (5.5)	853 (3.49)	1079 (4.03)
8. Kerala	192 (5.0)	649 (2.66)	705 (2.63)
9. Maharashtra	176 (4.6)	1407 (5.76)	1929 (7.20)
10. Madhya Pradesh	147 (3.9)	881 (3.61)	1424 (5.32)
11. Bihar	125 (3.3)	480 (1.96)	718 (2.68)
12. Haryana	112 (3.0)	1007 (4.13)	1518 (5.67)
13. Karnataka	103 (2.7)	266 (1.09)	864 (3.23)
14. Punjab	85 (2.2)	261 (1.07)	327 (1.22)
15. Gujrat	73 (1.9)	1276 (5.22)	1620 (6.05)
16. Assam	62 (1.6)	372 (1.52)	291 (1.08)
17. Chandigarh	42 (1.1)	156 (0.64)	237 (0.88)
18. Himachal Pradesh	31 (0.8)	176 (0.72)	250 (0.93)
19. Jammu & Kashmir	15 (0.4)	46 (0.18)	111 (0.41)
20. States Abroad	12 (0.3)	15 (0.06)	3 (0.01)

Table Cont'd ....

State/UT	1987	1988	1989
21. Goa	9 (0.2)	199 (0.81)	183 (0.68)
22. Meghalaya	5 (0.1)	83 (0.34)	133 (0.49)
23. Manipur	5 (0.1)	40 (0.16)	30 (0.11)
24. Pondicherry	5 (0.1)	2 (0.00)	8 (0.03)
25. C/O56 APO+99APO	3	--	--
26.Nagaland	2	25 (0.10)	48 (0.18)
27. Tripura	2	18 (0.07)	33 (0.12)
28. Dadra&Nagar Haveli	1	--	102 (0.38)
29. Mizoram	1	5 (0.00)	53 (0.20)
30. Sikkim	--	12 (0.05)	127 (0.47)
31. Andaman&Nicobar Islands	--	40 (0.16)	85 (0.32)
TOTAL	3794	24413	26773

Source: IGNOU - Status Report, Planning & Development Division, IGNOU, May 1989.

INDIA

B

TECNICAL TEACHER TRAINING INSTITIONS

by

B.G. BARKI

III.B.INDIA *(Dr. B.G. BARKI)*

2. TECHNICAL TEACHERS TRAINING INSTITUTES (TTTI) IN INDIA

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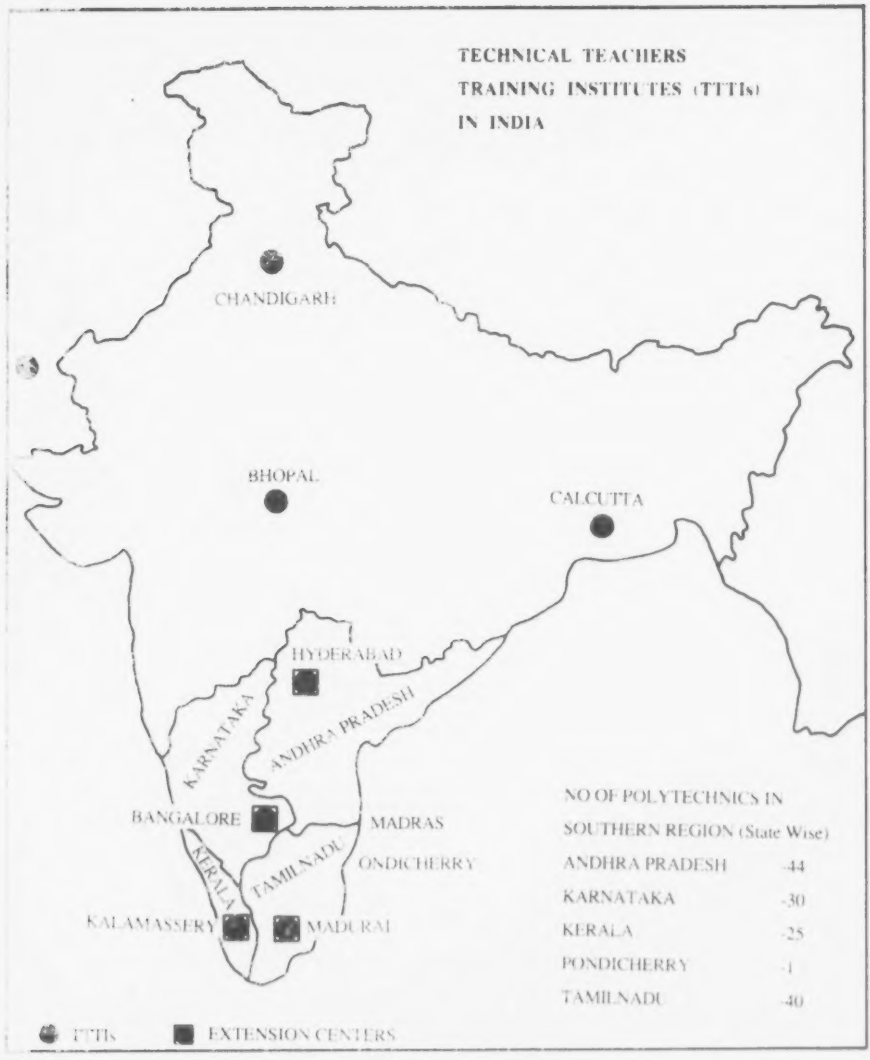

TECHNICAL TEACHERS
TRAINING INSTITUTES (TTTIs)
IN INDIA
CHANDIGARH
BHOPAL
CALCUTTA
HYDERABAD
KARNATAKA
ANDHRA PRADESH
BANGALORE
MADRAS
KERALA
TAMILNADU
ONDICHERRY
KALAMASSERY
MADURAI
NO OF POLYTECHNICS IN
SOUTHERN REGION (State Wise)
ANDHRA PRADESH -44
KARNATAKA -30
KERALA -25
PONDICHERRY -1
TAMILNADU -40
TTTIs
EXTENSION CENTERS

2. TECHNICAL TEACHER TRANING INSTITUTES (TTTI) IN INDIA

2.1. Inroduction And Background

Technical education in India is one of the largest sectors at the tertiary level, engaged in producing technicians for middle level supervisory and managerial positions in industry and related sectors. Since our independence in 1947, this sector has made rapid strides in terms of number of tudents admitted, new courses started, new polytechnics opened, staff competencies enhanced and resources provided through a well prgramme of expansion, diversification, consolidation and quality improvement.

Recognising the need for and importance of human resource development in technical education and with a view to assisting the state governements in their efforts towards quality improvement the then Ministry of Education and Culture, Government of india set up four Technical Teachers Training Institutes in the country in 1965-66. TTTI, Madras is one of the four institutions established to cater to the needs of the southren states of the country viz., Andhra Pradesh, Karnataka, Kerala, Tamilnadu and the Union Territory of Pondicherry.

2.2. Aim And Objectives

The following are the aims and objectives of the Institute

* To train teachers for Diploma and Degree institutions through long, modulr and short courses.
* To foster and promote research in
  * Improving classroom and laboratory techniques
  * Developing understanding of teaching

* All aspects of curriculum development and testing

* To prepare and supply wherever necessary teaching aids, instructional materials including filmstirps, technical films and video films and other aids to technical institutions.

* To associate with State Councils and other academic bodies on technical education in the region regarding curriculum developlent, admission procedures and examination reforms.

* To colloborat with institutes and organisations in India and abroad that have similar objectives and functions.

* To take initiatives in improving technical education.

* To act as Centre for disseminating information to all agencies iinterested in technical education.

* To coloborate with industries in the region in formulating training programmes of mutual interest.

2.3. Constitution

2.3.1. Board of governors: The TTI is an autonomous institute under the Ministry of Human Resources Development, Government of India and is fully funded by the Government. It is governeed by a Board of Governors, supported by its sub committees to manage specific areas such as finance, buildings, staff, selection, personal management etc. The Board is set up by the Ministry. The Chairman is nominated by the Government. The Directors of Technical Education of the southren states (These are administrative heads of technical education in the states) are ex-officio members of the Board. The government is perresented by its Finance Advisor (ministry of Finance) and Technical Advisor (Ministry of HRD). Two members of the faculty are also on the Board. The Head of the institution is the Member Secretary. The functions of the Board cover all aspects of management-administrative, finance and academic. The entire finance is provided by the central government. The Board through its Finance Committee makes allocation for different programmes and activities. Within the boundaries of finances and the overall aims and objectives ilisted by the government the Institute enjoys great

autonomy in its academic and administrative functions. However it is important to note that the Institute's responsibility is more recommendatory than statutory as for as technical institutions are concerned.

2.3.2. Academic bodies: Planning, designing, implementing and monitoring the academic programmes is the responsibility of the Academic Council, the highest body in respect of all academic activities. The Head of the institution is the Chairman of the Council. Senior faculty (All professors) and two nominated faculty members are the other members of the Council.

2.4. Descrition Of The Work

2.4.1. Students Technical presonnel involved in training and education in different sectors of education and industry constitute the clientele of the TTTI. More specifically these are

* Practising teachers of diploma and degree institutions-possess 3 years Diploma or 5 years Degree after 10/12 years of schooling; mature adults; teaching experienc of at least three years; sponsored by the employers
* Administrators and supervisors includng Heads of institutions
* Personnel working in industries, defence establishments, universities and institutions of higher learning and other training departments and organisations.

2.4.2. Programmes and Activities: The institute has been structuring and restructuring its programmes and activities in order to achieve the stated objectives and substantially meet the needs of the clientele system from time to time. The programmes currently in operation are as under

* Long term teacher training programmes
* Short term courses and workshops
* Curriculum design and development (curriula for new courses and revision of curricula for the continuing courses)

* Instructional material development (publication of text books, work books, laboratory manuals, monographs)
* Educational media development (production of working models, slides, multi media learning packages, films and video films)
* National testing services (banking of validated items and questions in different subjects, developing items for aptitude testing and admission tests)
* Educational research
* Consultancy and extension services

4.2.2. **Long term programmes:** Long term training are designed to develope a range of competencies in teachers to enable them to effectively and efficiently carry out all tasks and responsibilities assigned to them. These programmes are designed to cater to the different categories of clientele and taking into consideration their specific needs and characteristics. These programmes are;

* Bachelor in Technical Education (B. Tech Ed)- a two semester on the campus course for graduate engineering teachers leading to the award of a degree by the University of Madras to which the TTI is affiliated to and is given autonomy by the University.
* Diploma in Technical Teaching (Dip.TT)-a four module on the campus course for teachers with diploma qualifications in engineering and degree in non engineering subjects leading to the award of the diploma by the TTTI.
* Diploma in English for Specific Purposes-18 months correspondence cumcontact programme for English teachers leading to the award of the diploma by the TTTI.
* Certificate in Instructional Design and Delivery Techniques-a 12 weeks modular programme for engineering college teachers.
* Advanced Certificate in Curriculum Desing and Instructional Material Development a 16 weeks modular programme for the overseas trainees

Every long term programme is designed, implemented, monitored and evaluated by a seperate Board of Studies constitutd by the Academic Council of the Institute. These bodies are presided by a senior faculty member (who is also the Course Director of the programme) and has interdisciplinary faulty as its members. They receive suggestions and feedback from the course faculty,

students and others periodically and put forward to the Academic Council any modifications in the course structure or the offerings for its approval and iimplementation. A faculty is identified by this Board for each course (also referred to as subjects) for operating the same including the student assessment according to the guidelines set by the Board. The faculty has autonomy in deciding the mode of course delivery, formulation of course teams, assessment procedures. The course in charge in consultation with he team prepares a schedule for the course. Decisions regarding the choice of the media and methods are made by the team. Generally the methods used are lecture discussions, seminars and tutorials. Laboratory and experiential sessions are conducted in areas of skill development. Overhead transperencies are the largely used media althought occasionally video films are also used. Visits to industrial establishments are arranged as part of the training programme. Faculty develop their own hand outs and use in the courses.

In the case o Correspondance cum Contact prgrammes teams of faculty members are identified for preaparing the correspondence lessons. The lessons prepared by these teams are reviewed by a Coordinating team for ensuring uniformity of formats and standards. Te lessons are then made available to the students either in th photocopied format or duplicated. Lessons are prepared in all units before launching the programme. Every lesson consists of the reading material with practice and learning exercises built into the lessons. There are self tests for which feedback is provided in the lesson. Studens are required to answer tutor marked assignments and send in to the tutors for the assesment. The correspondance programme has three contact phases beginning, middle and end.

4.2.4. Short term courses: Short courses and workshops of duration varying from one to four weeks are organised as hpart of inservice training programmes. These are conducted in the following areas-Curriculum

development;instructional material, media and method development; evaluation techniques; educational management and administration, educational research, student personnel administration, subject updating, computer applications, Specific course in these areas are identified by a Programme Development Committee consisting of senior faculty of TTI, representatives of the Directorates and polytechnics. This committee considers all the suggestions received from the clientele, the directorate and the institute faculty and prepares the list of courses for the academic year. The venues, dates and the faculty teams to conduct these course are also identified. The course faculty develops a course brief for each course. This brief includes the objectives of the course, contents to be covered, methodology and the expected output of the course These briefs are consolidated and made available to all institutions in the region. These are conducted at TTI, its extension centres and polytechnics.

5.0 Organisation And Institution

The TTI, Madras has qualified and experienced faculty in engineering, pedagogy and other related disciplines to carry out a range of job functions. The long and short term programmes are generally organised by inter disciplinary team except in the case of content courses. Thers is a three tier staff pattern comprising of Professors, Assistant Profesors and Lecturers on the pattern of the unversities. Their roles and responsibilities are clearly laid out and can be grouped as teaching, extension service activities, resource development and research. The extent of involvement in these depend upon the position of the faculty. For purposes of smooth functioning the TTI works through its departments-Education, Engineering, management Computer Centre, Media Centre, Centre for Rural Development Curriculum

Development Centre. Professor is the administrative and academic head of the departments. Full time researches are attached to the departments of Education and CDC.

The Institute has required facilities for carrying out all the designed actiities. The laboratories and workshops - Engineering, Psychology, CCTV, Educational Technology, Computer are designed for instruction and research. The EMC has facilities for producing ETV programmes (facilities include outdoor shooting, charecter generator, audio and video mixer, telecine, editing and floor) besides a CCTV for microteaching purposes. An IBM computer network with adequate terminals at different stations in the organisation is available. The resources centre has over 30000 books in different subjects. It subsribes to 125 national and international journals. It has on its stack audio and video cassettes and 35 mm. films.

Students for all courses are to be sponsored by their employers/Directorate of Technical Education. The Course Director is responsible for selection of students for the course. For certain specific courses the participants are identified and invited. In the case of long term courses the selectin is directly completed by the Director of Technical Education. The TTTI does not have much role a play in this regard. However it provides guidelines for selection.

Faculty teams are identified for each course of the long term programmes. These are responsible for providing student counsellig and tutorial services. Students progress is monitored by tutors and individual guidance given. Individual and group tutorial work is organised to meet the needs of students. In the case of programmes ofered through the Distance Education mode, students send in their assignments to the concerned tutors who return them with their detailed comments. The progress of the student is

closely monitored by the Course Director. Face to face contact sessions are held thrice during the course time. The first session conducted immediately after admission introduces the studentse to the course and explains the objectives and the operation mode of the course. The second is conducted during December for 6 weeks to review the units and introduce new units. Microteaching and simulated teaching are arranged during this contact phase. During skill training every student receives feedback from the faculty and also peers. The review and introduction of the uhits are carried by those who would have written the units. The last contact is at the end of the programme for reviewing all units. At the end of this the end of course examination is conducted. The examination is an open book one. The materials used for the course integrates a range of media. Production scheme of these materials is included in the appendix.

Consultancy and research is one of the major objectives of TTTI. It undertakes research projects on various aspects of technical education and training. Some of the researches completed are.

* Retention ad transfer of teaching competencies from training to practice
* Subject based package approach to self development-problems and issues
* Impact of training on teaching
* Utlisation of library resources by the technical students
* Study on assaignment approach to learning Open book examination vs the conventional end of course examination

2.6. Foreign Colloboration

The Institute has close colloboration with many foreign countries including UK. It hasreceived assistance from the Government of UK since 1966 by way of secondment of faculty under the CEC programme. It has

received laboratory and educational equipment under Colombo Plan Aid Scheme. In 1967 an important programme of cooperation was established with the then Huddersfield College ofEducation (now Huddersfield Polytechni). Faculty were seconded from this College to develop curricula and related activities of technical teacher training Some members of the faculty of TTTI have had training in universities in UK and USA. The Institute has received support in the form of exuipment from the UNDP. TTTI is an Associate Centre of Asian Programme of Educational Innovation for Development (APEID), UNESCO and Colombo Plan Staff College for Technician Education, Manila.

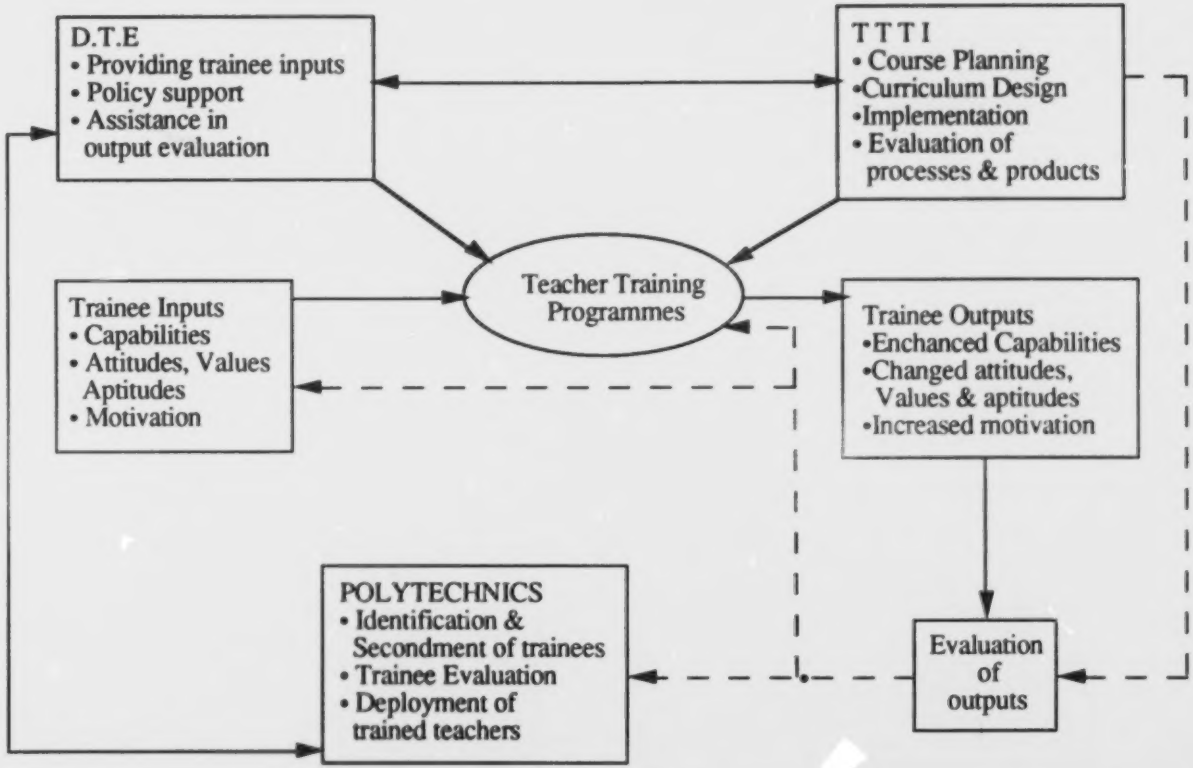
2.7. Results

TTTI has over the years built excellent facilities in the various engineering and non engineering laboratories and has qualified and experienced staff. It has capabilities for training larger number of teachers and currently the extent of utilisation of its resources is not very high. The sponsors to the programmes have constraints in sponsoring adequate number of teachers because of large number of Considering the demands of the system, capabilities of the TTTI conducting short and longterm training programmes and resources avaliable it plans and implements about 70 short programmes every year in identified areas. A programme in any specific area will not be able to cover all teachers. It may be necessary to, repeat these a number of times which is not cost effective. Distance Education mode may have to be considered to ensure training of larger number of teachers in shorter time. In designing of these stess may have to be given to the multi media approach. This implies identification of areas/themes/ course, preparation of distance educationmaterials and administering the same. The Institute's

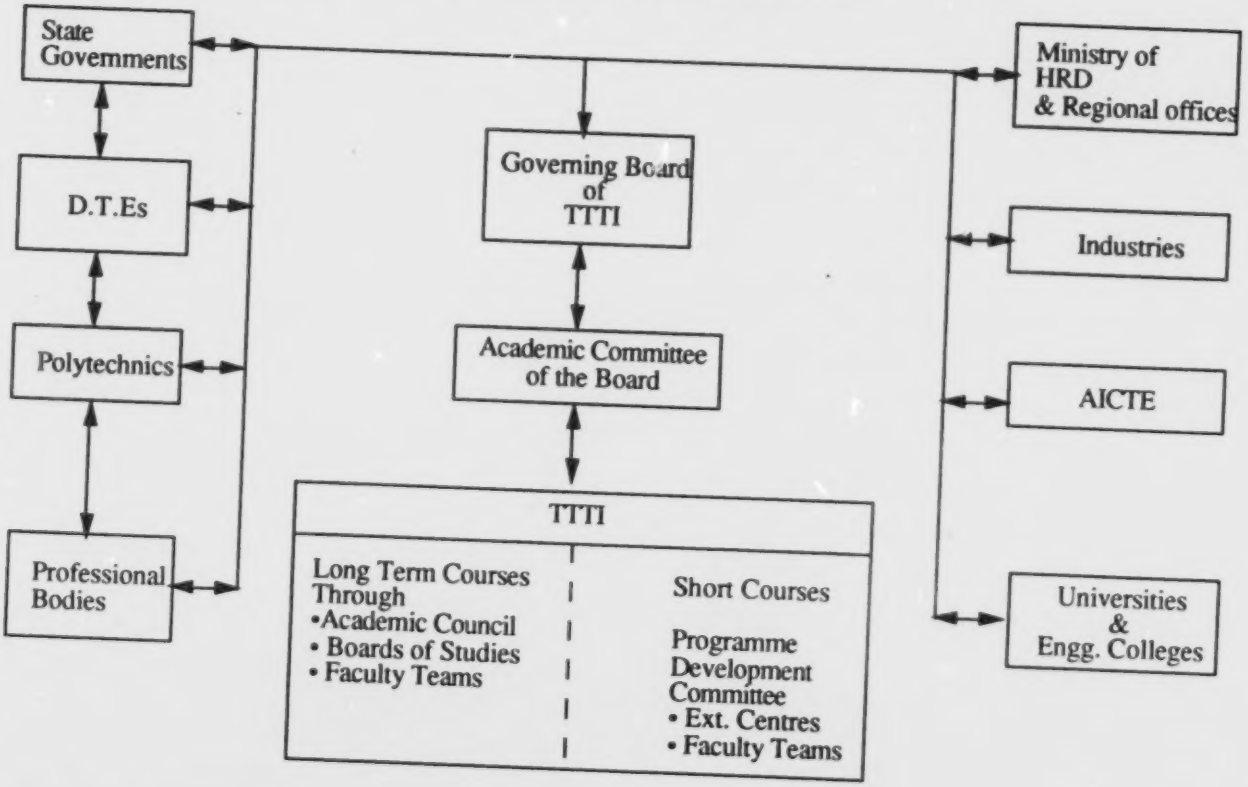
mechanism may have to be geared to the preparation of the material. This is likely to put pressure on the faculty and its resources. A plan of action may have to be carefully drawn up.

Recognising the need for developing a core of educational planners, administrators, researchers,curriculumdesigners, methods and media speciaists for the management of technical education system on sound professonal bases of technical education system on sound professional bases the TTTI designed a one year post graduate degree programme called Master of Technical Education (M.Tech Ed) However because of the small number of eligible students satisfying the admission criteria and the problems of the sponsors for deputing teachers the programme could not take off. This programme was expected to be fore runner for research programmes in technical teacher education. The technical education system is greately handicapped for want of such programmes. It may be necessary to offer this in the distance education mode. The curriculum for the Course has already been approved by the university.

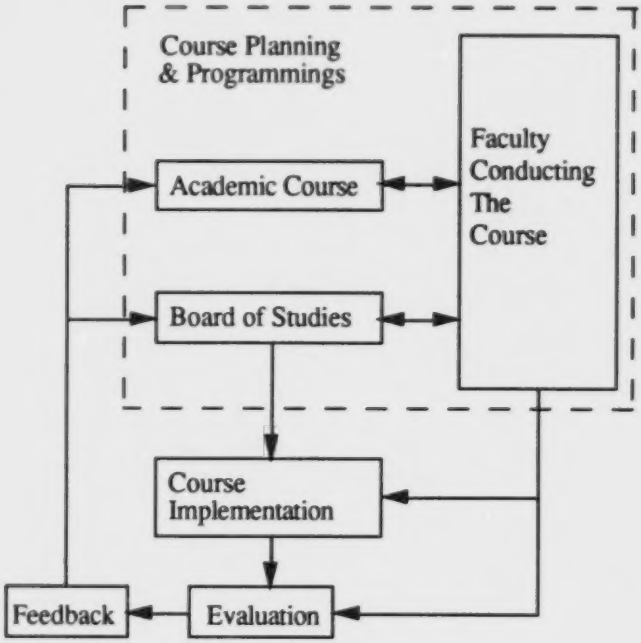
LINKAGE & SYSTEMS DIAGRAM



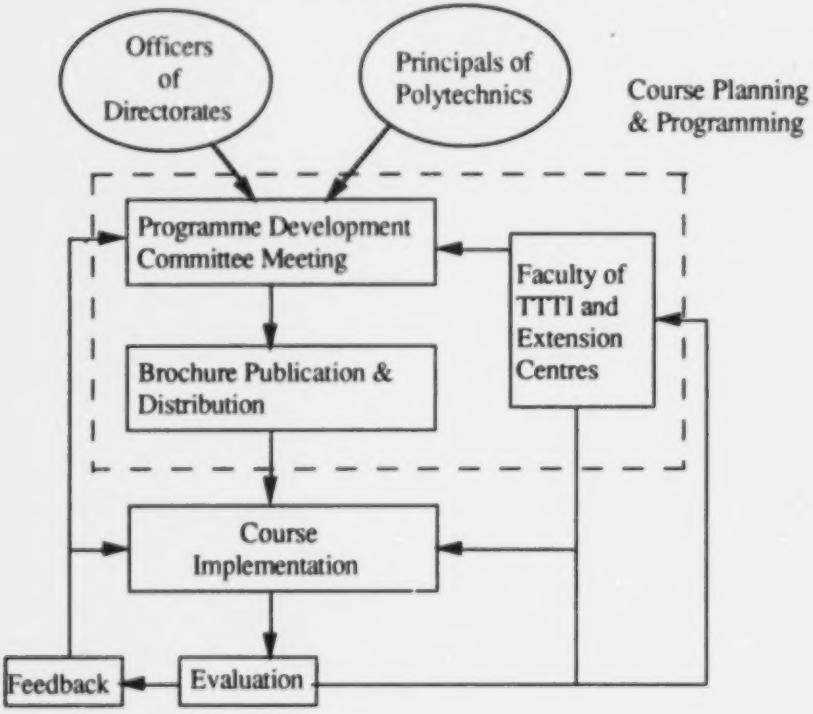
EXTERNAL LINKAGE DIGARAM



INTERNAL MECHANISMS FOR LONG TERM COURSES



INTERNAL MECHANISMS FOR SHORT COURSES



INDONESIA

THE OPEN JONIOR SECONDARY SCHOOL (STM TERBUKA)

by

MACHDUM ALMUNWAR
SUNARTI ARIFIN
SERFINA R.SOEDARMANTO and
DJUFRI THALIP

BEST COPY AVAILABLE

IV- INDONESIA *(MachdumALMUNAWAR- Sunarti ARIFIN - Serfiana R.SOEDARMANTO - Djufri THALIB)*

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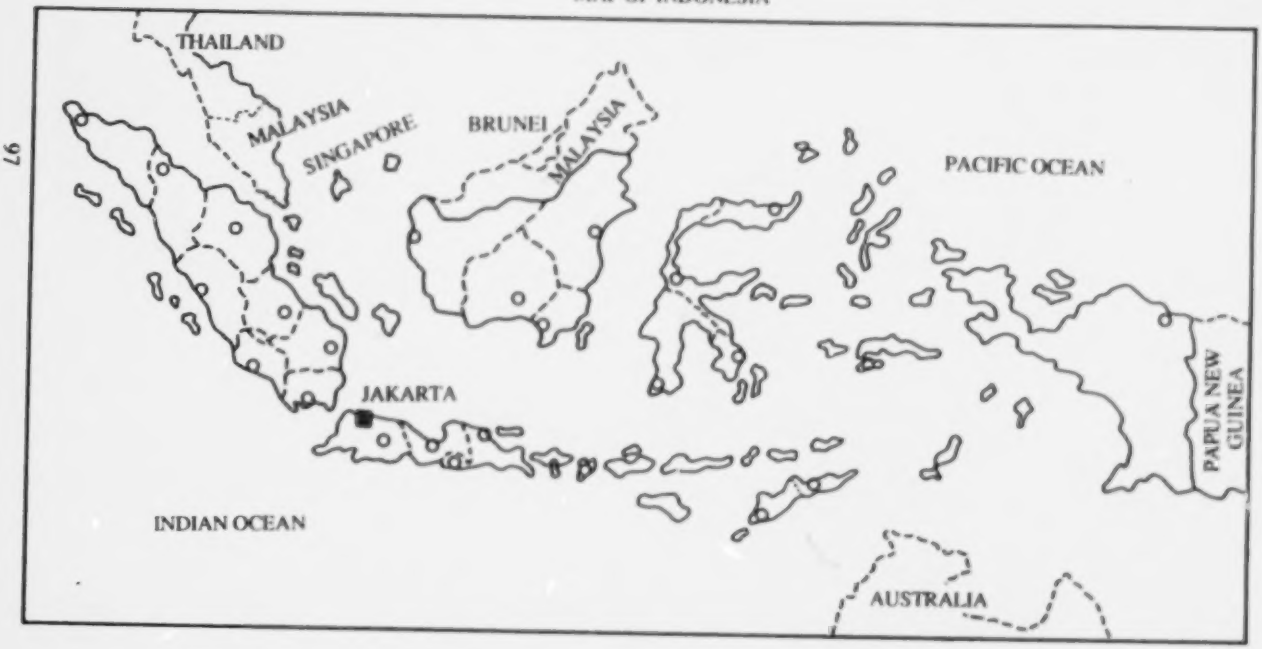
MAP OF INDONESIA



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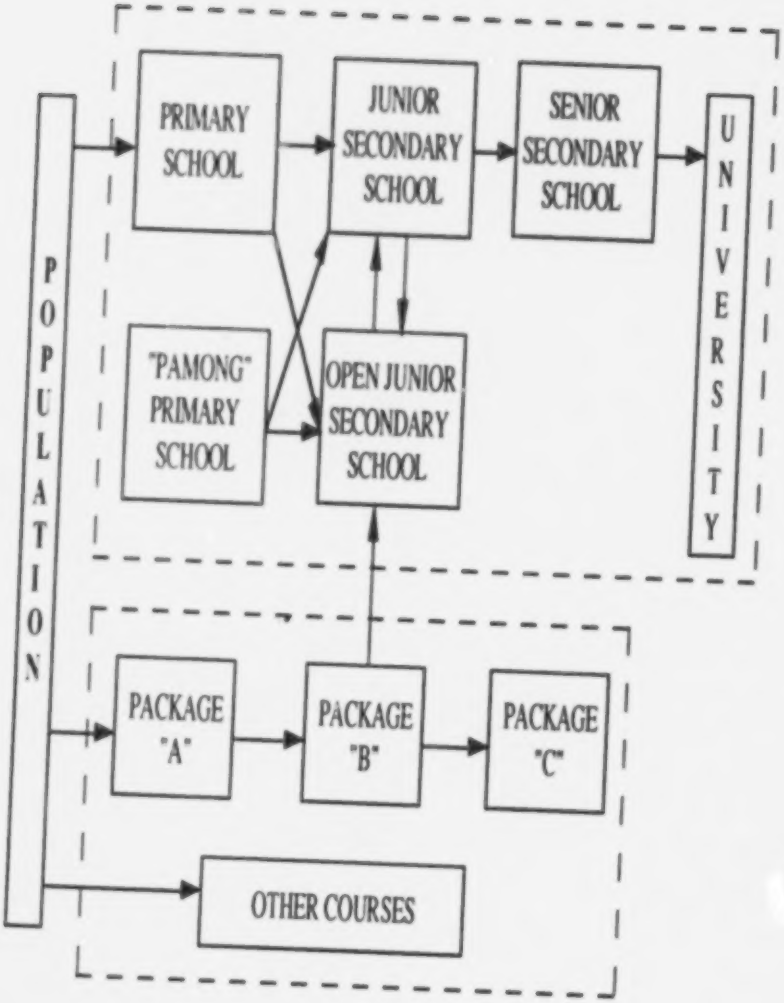

POPULATION
PRIMARY SCHOOL
JUNIOR SECONDARY SCHOOL
SENIOR SECONDARY SCHOOL
UNIVERSITY
"PAMONG" PRIMARY SCHOOL
OPEN JUNIOR SECONDARY SCHOOL
PACKAGE "A"
PACKAGE "B"
PACKAGE "C"
OTHER COURSES

1. INTRODUCTION

Indonesia is the largest archipelago in the world. It consists of five major islands and about 30 smaller groups. Altogether there are 13,667 islands and islets of which about 6,000 are inhabited. The archipelago is on a ccrossroads between the two oceans, the Pacific and the Indian oceans, and bridges two continents. Asia and Australia. This strategic position has always influenced the cultural, social, political and economic life of the country.

The terriory of the Republic of Indonesia stretches from 6° 08' north latitude to 11° 15' south latitude, and from 94° 45' to 141° 05' east longutide. It stretches along the equator over a distance of some 3,200 miles (5,120 km), or equal to that from San Francisco to Newyork. The Indonesian sea area is four times larger than its land area which is about 1.9 million kilometer square. The sea area is about 7.9 million km^2 (including exclusive economic zone) consituting about 81% of the total area of the country.

Indonesia is the most volcanic country on earth, with more than 400 volcanoes, most of which are either dormant or extinct. The land area is generally covered by thick tropical rain forests where fertile soils are continually replenished by volcanic eruptions.

Indonesia has a largely equatorial tropical climate tempered by trade winds. There are onlytwo seasons - the dry season between April and October and the rainy season from November to March.

After the People's Republic of China, India, the Soviet Union and the United States of America, Indonesia is the world's the fifth most populous co-untry in 1990 the population was almost 180 million. It was 119.2 million in 1971 and rose to 147.49 million in 1980. Average annual population growth during teh decade of the 1970s was 2.3 %, which dropped to about 2.1.% by the mid 1980s. To reduce this relatively high growth rate the Government has

been continuously pursuing efforts to control birth and prolong life expectancy. In 1993 it is projected to reach 192.9 million or an average rise of 1.9% per year. It is projected that by the year 2000 the country's population will have reached 216.11 million. Several factors such as the rise in living standards, educational levels and health services, may have contributed to the birth rate decline.

There are about 200 languages and dialects spoken in the whole archipelago. These normally belong to the different ethnic groups of the population. To make the picture more colourful, these languages are spoken in different dialects.

The national language is known as the "Bahasa Indonesia". Originally it was the Malay language mainly spoken in the Riau Islands. In its spread throughout the country, the vocabulary and idioms have been enriched bythe greatnumber of local languages, Sanscrit and Arabic. To keep pace with social and cultural progress, many words or terms have been derived from western languages such as Dutch and English.

Although bahasa Indonesia has become the lingua franca, local languages and dialects continue to be spoken and will not be abolished.

The Indonesian nation is pluralistic in that the people come from different ethnic, racial and socio-economic backgrounds. However, in modern Indonesia they form a colourful national mosaic as the popular motto suggests: Bhinneka Tunggal Ika-Unity in Diversity.

The Republic of Indonesia first saw light on August 17, 1945, when its independence was proclaimed a few days after the Japanese surrender to the allies. Pancasila, pronounced panchaseela, is the ideological and philosophical basis of the Indonesian state. Pancasila consists of two Sanskrit words, "pan-

ca" meaning five, and "sila" principle. It comprises five inseparable and inter-related principles as follows;

* Belief in the one and only God
* Just and civilised humanity
* The unity of Indonesia
* Democracy guided by the inner wisdom of deliberations of representatives
* Social justice for all Indonesian people.

On August 18, 1945 the consitution was adopted as the basic law of the country. Following the provisions of this constitution, the country is headed by a President who is at the same time the chief executive. He is assisted by a Vice-President and a cabinet of ministers. The constitution of the Republic of Indonesia is usually referred to as the 1945 constitution. This is partly because the constitution was drafted and adopted in 1945 when the Republic was established. It reflects the spirit and vigour of the time when the constitution was shaped. It was inspired by the urge for unity, for the common goals and democracy built upon the age-representatives (musyawarah) and consensus (mufakat).

The Indonesian national flag is called Sang Saka merah Putih. The fag is made up of two colours, red on top of white. The national anthem is Indonesia Raya.

The unitary state of the Republic of Indonesia is divided into 27 provinces which are subdivided into 246 districts, 55 municipalities and 3,592 sub-districts or kecamatans. Three of the provinces are special territories, namely the capital city of Jakarta, the special territory of Yogyakarta, and the special territory of Aceh.

Altogether there are 66,594 villages which are classified into desas or rural villages and kelurahans or urban villages.

1. BACKGROUND

OF THE OPEN JUNIOR SECONDARY SCHOOL (SMP TERBUKA)

Indonesia's educational problems are similarto those faced by other developing countries. These problems are, among others, educational drop-outs, illiteracy, inequality of access to education. Efforts have been made to solve these problems, yet the results have been variable. Since 1969 the Republic of Indonesia has Five-year Development Plan, (called Repetita).

During the second five year development plan (1974-1979) about 87.4% of primary school age children(7-12 years old) were accomodated in public and moslem primary schools (Madrasah Ibtidaiyah). However, only 58.2% of primary school leavers were accommodated in junior secondary schools.

The third five year development plan (1979-1984) stresses equality of benefits from national development. In education sector it is expected that all children between 7 and 12 years can be accommodated in the primary schools.

The implementation of President decree primary schools (SD INPRES) has resulted in an explosion of primary school leavers. It is predicted that with all the educational efforts in establishing new school buildings, teaching personnel and vocational schools, only 77.9% of all primary school leavers will be accommodated in junior secondary schools (SMP) by the end of the third year development plan in 1984. Whereas the Department of Education and Culture is expected to accommodate 85% of primary school leavers by that year.

With regard to the efforts forimproving the equality of opportunity in education, the government of Indonesia has established a new educational system which has become popularly known as the Open Junior Secondary School (SMP Terbuka). It was officially inaugurated by the Minister of

Education and Culture at SMP Terbuka Adiverna, Central Java, on July 24 1979. This inauguration was the starting point for the other four similar schools, which are:

* SMP Terbuka Terara, West Nusa Tenggara
* SMP Terbuka Kalisat, Jember, East Java
* SMP Terbuka Plumbon, Cirebon, West Java
* SMP Terbuka Kalianda, Lampung.

The educational policy for Repelita V (1989-1994) focuses on increasing the quality of human resources and the quality of life. Such policy in essence calls for the improvement of quality of all levels and kinds of education, encouragement of community participation, improvement in teacher education, and expension of research and development in the field of education and culture.

The role of education as a major factor in the development of the country is widely recognised by the government. To meet the needs in other sectors, to improve the skills of the workforce and to enhance the quality of life for all people, it is proposed in Repelita V to introduce compulsory education for nine years, that is until the completion of junior secondary school (SMP).

The benefit that will accrue from this would be to inhibit the employment of minors below the legal limit of fifteen years of age. People now entering the workforce would have a minimum educational level of junior secondary school.

In 1989/90 68% of all primary school leavers were absorbed into the secondary school system. By the end of Repelita V (1994) it is planned to increase this number to 85%. Of this 85% about 160,000 twelve to eighteen year olds will not have places in the conventional school system even with the expanded school building programme. In 1988/1989 the country faced a

shortage of 140,670 teachers. It is projected that by 1992/1993 there will still be a deficiency of over 75,000 despite expanded teacher training and upgrading programmes.

Repelita V included a massive school building programme and plans to increase the number of teachers but the government recognises that there will still be a shortage. As early as 1978 it was realised that the conventional secondary school system would not be able to cope. That, together with budget constraints, was one of the factors that led to the establishment of the finest SMP Terbuka in five eeprovinces. The intention was to increase access to study through distance education.

3. BASIC CONCEPT OF

THE EDUCATIONAL SYSTEM OF SMP TERBUKA

The educational system of SMP Terbuka is a sub-system of junior secondary education in which distance learning is used. In distance learning, most of these lessons are offered in the form of programmed educational media such as printed media (instructional modules and brochures) and audio visual media (radio, cassettes, slides). Students can learn their lessons individually or in small groups. In this way teacher-student interaction is limited to the once a week face-to-face programme.

A distance learning strategy forms the fundamental basis of SMP Terbuka. The design for the system has the following characteristics:

* The SMP Terbuka is a formal education,k but most of its teaching-learning activities take place outside traditional school buildings.
* The lessons should be programmed in such a way as to enable students to learn individually orin groups.

* The curriculum should be made the same as that of the regular school, and, therefore, will offerthe same diploma.
* The implementation cost of SMP Terbuka should be lower than that of the regular schools because it does not need new school buildings and does not employ new teachers.
* The SMP Terbuka is an extension service of formal education.
* The students can learn their lessons at their own pace.

Teaching learning activities at the SMP Terbuka can be described in the following manner:

SMP Terbuka students do not go to the mother school every day. They form study groups which consist of students in the neighbourhood. Each study group consists of five to twenty students. They have to study at the learning activity centres for about three hours a day. They learn programmed materials in the form of instructional modules and brochures which they can study individually or in groups.

In addition, they can learn from radio, cassettes and audio-slides. A module is the smallest unit of an instructional programme and consists of: teachers' uide, the self-study module, and a module test with answer/scoring key.

Ideally, studeents are supervised by a supervisor at the learning activity centres. A supervisor is an organiser and motivator of learning. He may also answer a student's question, but if he cannot answer them, he delivers the questions to the tutor.

Six hours a week the students have to learn at the mother school. During the face-to-face tutorial, a tutor answers students' questions, explains students' difficulties, and solves their problems.

Students' progress is evaluated regularly. There are three kinds of progress evaluation;

* Formative evaluation, which is conducted at the end of each module. A student who has achieved 65% of the total score can go on to the following module.
* Unit test, which is carried out at the end of a group of modules. A unit test is made upand corrected by the tutor.
* Summative evaluation, which is conducted at the end of each semester. The results of unit test and summative test are used for reporting to the parents at the end of the semester and for promoting students to the following grades at the end of the year. The last evaluation is conducted at the end of yearthree and is used to determine whether a student passes the examination or not.

3. OBJECTIVES OF SMP TERBUKA

The SMP Terbuka has the following objectives:

* To establish a sub-system of education which is equivalent to and serves as a complement to regular junior secondary schools;
* To help provide for equality of educational opportunity, especially in junior secondary education;
* To expand the opportunity of education to primary school leaers who, due to social, economic and geographical reasons, cannot be enroled at the regular schools;
* To use innovative formats and educational technologies in teaching-learning activities;
* To involve to community and the family in the education process.

During the pilot period (1979-1983) the SMP Terbuka aims at;

* Developing an instructional system which uses educational media with limited teacher-student interaction;
* Developing instructional packages based upon the existing curriculum. These packages will be tired out, evaluated, and revised accordingly;
* Developing upgrading packages for the SMP Terbukapersonnel.

In addition to these, the SMP Terbuka project plan has set the following parameters:

a) the SMP Terbuka should reach rural areas which have limited educational accessibility due to geographical and socio-economic factors;

b) the SMP Terbuka will use local primary school teachers or community members to guide and supervise the modular learning activities.

5. COMPONENTS OF SMP TERBUKA

The SMP Terbuka has the following components which are; students, school staff, curriculum modification, media and methods, educational facilities,and educational cost.

5.1. Students

The SMP Terbuka offers educational opportunities to children of any social strata who have the following requirements; primary school graduates between 13 and 15 years and junior secondary school drop-outs intending to repeat their study.

The SMP Terbuka students are expected to do the following jobs; to learn their lessons actively but in accordance with their individual pace, to attend the learning activity centre for at least three hours every day, to attend face-to-face tutorials for at least six hourse a week at the mother school, to take progress evaluation regularly.

5.2. School Staff

5.2.1. School principal: The principal of SMP Terbuka is also the principal of teh mother school. In general, his/her duty is leading, coordinating and supervising educational activities of the school.

5.2.2. Teachers: There are two kinds of teachers:

i) Tutors, either subject matter or vocational tutors. Ideally, a tutor's duty is:

* Planning face-to-face learning activities
* Guiding and supervising the supervisor
* Individual guiding to the students
* Distributing modules and brochures
* Conducting regular evaluation.

Inpractice at the mother school, a tutor teachers in the same way as teaching at regular schools. However, the content of teaching is based on the student's questions or difficulties which the students submit through their supervisors.

ii) Supervisors: a supervisor may be a primary school teacher, a local village administrator, a university student or a community volunteer. Ideally, a supervisor organises,motivates and supervises learning activities at the

learning activity centre. In practice, a supervisor distributes modules and brochures to the students, attends their learning, answers the student's questions if he/she can, and collects the student's answersheets. A supervisor also prepares the radio forthe student to listen.

Contacts between a tutor and a supervisor are conducted by means of reports of students' questions to the tutor each week. This might be termed as a one-way contact between the supervisor and the tutor.

5.2.3. Administrative personnel: An administrative personnel has the following duties:

* Assisting the principal in administrative matters
* Assisting the tutors in preparing, keeping and distributing modules, brochures and other media.

5.3. Curriculum Modification

The SMP Terbuka uses the same curriculum as that of the regular schools. Basically the objectives of the curriculum are:

* To educate junior secondary school students to be good citizens who are physically and mentally healty;
* To acquire general education which forms the continuation of primary school education;
* To acquire knowledge to go to senior secondary school education or to go into the worforce.

These are the reflection of the Five Principles (pancasila), the moral principles of the Republic of Indonesia.

The junior secondary school curriculum is divided into the following subjects:

Religion, Indonesian Language, State Philosophy, Mathematics, Natural Sciences, Social Sciences, English, specific skills (i.e. Handicrafts), Hhysical Education and Health, and Arts.

Based on these objectives, subjects at SMP Terbuka are divided into

i) Academic subjects that are pre-requisite for further education. These include Indonesian language, State Philosophy, Natural Sciences, Social Sciences, Mathematics, and english. These subjects are offered in the form of instructional modules.

ii) General subjects that are pi-requisite for further education. These include Religion, specific skills, Physical Education and Health, and Arts. These subjects are offered in the form of practical exercises and brochures.

iii) Vocational skills which form the foundation to go into the worforce. The vocational skills are implemented by utilising local facilities such as workshops, small factories, cottage industries and so on.

5.4. Media and Methods

* The self-instructional module is the basic learning material in the SMP Terbuka programme for the academic subjects. Each module is divided into three major parts, a teacher's guide, the self-study module, and a module test with answer/scoring key.
* Brochures for generak subjects, i.e. Religion, specific skills, Physical Education and Health, and Arts. The formal of brochures is like textbooks.
* Instructional radio broadcasts where designed as the primary supported media of the project. The purpose of the radio broadcast is to support the

modules. Almost every module has a radio broadcast supporting it.

* Instructional cassette programmes.
* Sound slide programmes.
* Educational television broadcast for junior secondary school including SMP Terbuka. It was officially inaugurated by President Soeharto of the Republic of Indonesia on January 23, 1991. The subjects are: Physics, Mathematics, Indonesian, English, Biology, Geography, and Economics.
* There is face-to-face interaction which takes place in two forms in SMP Terbuka:
  * as a tutorial in the Learning Activity Centre
  * in the mother school, when the students visit the mother school for their regular weekly meeting. They face a more traditional style of classroom interaction. They are usually given lectures by the teachers covering problem areas submitted by the tutors, sometimes are given intruction overnew content, and spend time in library and extra-curricular activities such as sports, music etc.

5.5. Educational Facilities

The educational facilities of SMP Terbuka include: the mother school building with its classrooms. These classrooms are used for tutorial activities., school library, school laboratory, sports ground, learning activity centre which might be a primary school building, a village hall, a farmer's house and so on.

5.6. School Budget

The sources of the school budget are routine budget, development budget, education maintenance budget, society's contribution and local

government contributions. These budgets are used for; routine activities, producing instructional media, school personnel honorarium, and in-service training education maitenance budget that is collected from the parents and is used for maintaining education, society's and local government contributions are used for the learning activity needs.

6. ORGANISATION OF SMP TERBUKA

The organisation of SMP Terbuka consists of three levels: central, provincial and school levels.

6.1. Central Level

The establishment of SMP Terbuka at the central level was conducting by means of functional coordination among; directorate General of Primary and Secondary Education, office of Educational Research and Development for Education and Culture (Balitbang Dikbud), Directorate of Secondary Education (Directorate PMU), Communication Technology Centre for Education and Culture (PUSTEKKOM)

They work together with other departmental units which have a functional relationship with the establishment of SMP Terbuka such as Radio Republik Indonesia and the Ministry of Internal Affairs. The Pustekkom and Directorate PMU are jointly responsible for the carrying out of the SMP Terbuka project.

6.2. Provincial Level

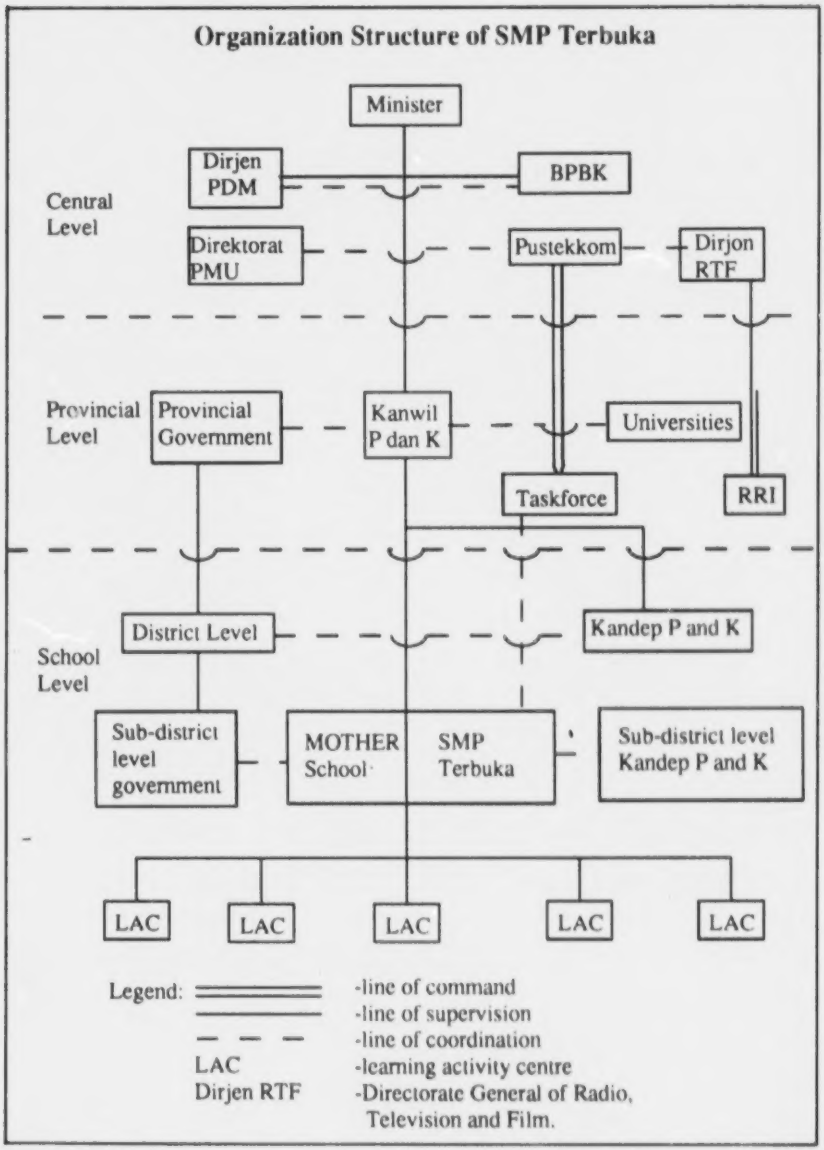
The head of the provincial office of education and culture (Kanwill P & K) is responsible for the SMP Terbuka in his district. During the trial periods, however, the Pustekkom is responsible for the school technical and operational activities.

The Kanwil P & K works together with the provincial and district level governments, universities, and the local radio broadcasting offices (RRI) for carrying out the SM Terbuka in the respective provinces.

The Communication Technology Implementation Units (Sanggar Tekkom) is responsible for supervising and monitoring the school activities.

6.3. School Level

The SMP Terbuka principal is responsible for the operational activities of the school. In carrying out the duty, he/she works together with the other offices such as the district government, the district level office of the department of education and culture and other offices related to the establishment of SMP Terbuka. The following diagram summarises the structural organisation of SMP Terbuka.


Organization Structure of SMP Terbuka
Minister
Dirjen PDM
BPBK
Central Level
Direktorat PMU
Pustekkom
Dirjon RTF
Provincial Level
Provincial Government
Kanwil P dan K
Universities
Taskforce
RRI
School Level
District Level
Kandep P and K
Sub-district level government
MOTHER School
SMP Terbuka
Sub-district level Kandep P and K
LAC
LAC
LAC
LAC
LAC
Legend:
-line of command
-line of supervision
-line of coordination
LAC -learning activity centre
Dirjen RTF -Directorate General of Radio, Television and Film.

7. DEVELOPMENT OF THE OPEN JUNIOR SECONDARY SCHOOL (SMP TERBUKA)

7.1. Problems To Be Addressed;The Present Situation

In 1984 an evaluation of the SMP Terbuka system showed that the learning achievements of the SMP Terbuka pupils were not substantially inferior to those of their school based peers. The system was demonstrated to be a viable alternative, omplementing the conventional system, when additional teachers, buildings, equipment, facilities and money were not available.

The materials that were produced ten years ago, often without the benefit of a proper distance education methodology in their production, are still being used. The print materials are dense in presentation and often difficult for the students to follow when working alone. The use of audio cassettes is limited by the number that have been produced and the limited formats. On most sites the audio cassettes, radio and sound slide programmes are no longer being used. The main reason is because these programmes are no longer relevant to the present curriculum.

Because the appropriate distance learning materials are not avaiable in sufficient quantity the teaching-learning activity at the SMPs Terbuka is reported as not meeting the desired level of expectation. To make up for the lack of modules (print materials), the Ministry packaged textbooks (which are limited in number and not designde for self learning) which are being used as substitutes to do a job for which they were not intended.

The management of SMPs Terbuka also needs improvement, because the control function of the Ministry subsidiaries has not been properly

exercised. It is now necessary for the more than ten years old operational guidelines of SMPs Terbuka to be examined again as regard to its relevance to existing conditions. The once or twice a week face-to-face contacc has been altered according to geographical constraints. The sessions are not always held at he mother school, sometimes they are conducted at local learning centres. The tasks and functions of the subject matter teachers and facilitators also need to be re-examined because of the development progress occuring in East Java where facilitators at the new site are regular SMP teachers. The varied conditions and institutional background of the fcilitators need to be used as inputs for the revision of the operational guidelines of SMP Terbuka.

By the end of Repelita VI the compulsory nine year basic education requirement should be wnieversal in Indonesia. The Broad Outlines of State Policy (GBHN) emphasises the improvement of quality and equal access to education over the coming five yearperiod. Consideration must also be givento providing educational opportunities for children living in remote rural areas, the handicapped, and the socio-economically deprived.

The 1988/89 statistics show an current enrolment of 6,679,000 students in SMPs. Within five years this will grow to 8,590,393 given the primary school graduates output of about 3,800,000 every year. At present only 68% of primary school graduates can be accommodated in the SMPs of the public and private sectors. By the end of Repelita V the intention is to have 85% of the graduates within the educational system. This will be achieved through a school building programme that will ad 2,000 new school buildings providing an additional 23,000 additional classrooms. There is also a shortage of secondary school leavers.

However, even with the ambitious programme the conventional system will only be able to accommodate the planned 85% of the 1,910,000 students

that will need to be absorbed; there will be places for 1,750,000. Other secondary school provision will have to be provided for the remaining 160,600 students.

SMPT will be expanded to all 27 provinces of Indonesia. However, a master plan covering the expansion is currently being considered. Such a plan is needed to decide to which provinces the SMP Terbuka system will be expanded each year and the right locations chosen for the sites (at the provincial, district and subdistrict levels) according to a priority scale.

In 1990/1991 fiscal year the SMP Terbuka system has been expanded to 16 locations, there are two in Lampung, two in West java, two in Central Java, three in East Java, two in West Nusa Tenggara, and five new ones in five provinces, i.e. Bengkulu, Central Sulawesi, Makulu, Central Kalimantan and South Kalimantan. Five additional provinces will be added in 1991/1992 i.e. Aceh, Riau, East Kilamantan, South Sulawesi and East Nusa Tenggara, by 1991 the Directorate of Secondary Education plans to have at least two SMPTerbukas in each of the 27 provinces. By the end of Repelita VI all children of the target population should be within the system.

7.2. Expected Results of the Development Programme

The following outcomes would be expected:

Developed and improved managerial and operational skills of the officials at the Central and Provincial levels in implementing the distance learning system for SMPs Terbuka.

Improved skill of the staff in Pustekkom and Directorate PMU in the design, development and production of distance learning materials, both print and non-print.

Revised and updated distance learning materials of SMP Terbuka (print and non-print).

Leaflets and brochures produced to increase awareness of the public.

Revised and adjusted operational plan of distance learning in SMP Terbuka.

Availability of a Master Plan which facilitates expansion of distance learning programme in 27 provinces. An effective SMP Terbuka distance education system will be an important component of the national distance education network and could be used as a model in other sectors. This model will need to be credible and replicable. A full record will be kept of its working practices, production scheduling, materials development and quality, distribution system, student access and support, tutor briefing and training, feedback mechanism, research and evaluation procedures, all held together with good project control and integrated planning.

Effective and efficient learning process of SMP Terbuka through improved management and operational capacities of the officials involved, as well as improved quality of learning materials.

In existing circumstances it has been established the project that will support the SMP Terbuka activities, starting in October 1990. This project is in executing agency by United Nations Educational, Scientific and Cultural Organisation (UNESCO). It is intended to strengthen the management, materials production and teaching methodology and to expand the operational base on the distance learning system of the Open Junior Secondary School (SMP Terbuka) to ten provinces as part of the universalisation of secondary education and as a component of the national distance education network.

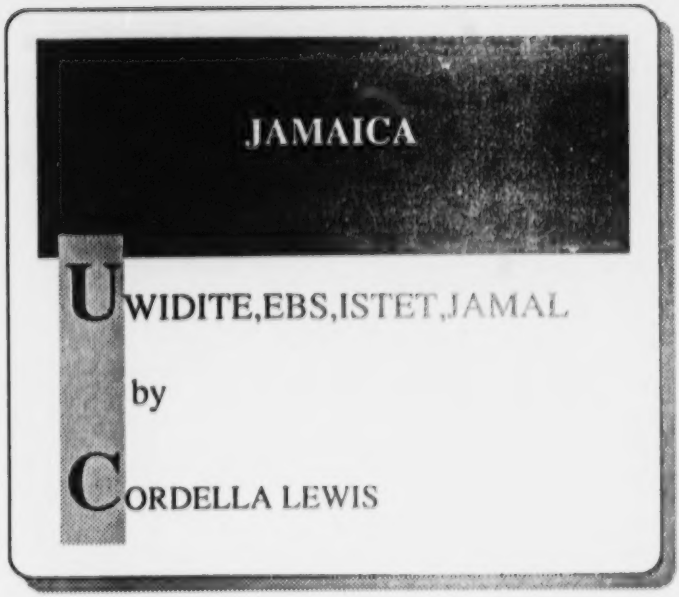
The project will be within the preview of the Directorate of General Secondary Education for all aspects of central initiatives and planning. They will collaborate closely with the Regional Offices of Education and Culture. Operationally the project will remain based in Pustekkom in keeping with its function to do research and development work in instructional technology based educational policies. Directorate PMU and Pustekkom have come to an agreement that Pustekkom will be in charge of the system in terms of quality, either of the system as a whole or of its individual components.

STATUS OF SMP TERBUKA IN 1990/1991

Ovince	District	Name of SMPT Schools	NUMBER OF Cen Ters	Stu Dents	Subject Teachers	TU Tors	Vocat. Teachers	Mother S. Messenger	Admin. Staff	Prin Cipal	Vice Princ	RRI
Lampung	1.South Lampung	Kalianda	10	505	16	30	13	3	3	1	1	1
	2.North Lampung	Manggala	10	200	10	10	8	3	3	1	1	1
West Java	3. Cirebon	Plumbon	26	365	24	25	6	3	3	1	1	1
	4.Indramayu	Kol Haur	10	200	10	10	8	3	3	1	1	1
Central Jawa	5.Tegal	Adiwerna	24	347	16	30	12	3	3	1	1	1
	6.Banjar Negara	Susukan	10	200	10	10	8	3	3	1	1	1
East Java	7.Jember	Kalisat	30	372	16	30	4	2	3	1	1	1
	8.Malang	Malang City	30	487	143	30		31	9	1	1	1
	9.Surabaya	Surabaya City	10	145				3	3	1	1	1
West Teggara	10.East Lombok	Terara	15	510	19	20	3	3	10	1	1	1
	11.Centr. Lombok	Pujut	26		24	33	12	3	3	1	1	1
Bengkulu	12.North Bengkulu	Ketahun	10	200	15	10	10	13	10	1	1	1
Central Kalimantan	13.Kapuas	Pulang Pisau	10	102	10	10	8	3	3	1	1	1
South Kalimantan	14.Banjar-masin City	South Banjar	10	200	10	10	8	3	3	1	1	1
Central Sulawesi	15.Poso Pesisir	Kalinguen	10	200	10	10	8	3	3	1	1	1
Maluku	16.Central Maluku	Kairatu	10	200	10	10	8	3	3	1	1	1
		TOTAL	251	4313	341	294	116	85	68	16	16	16

LOCATION OF SMP TERBUKA MOTHER SCHOOLS IN PROVINCES

PROVINCE	1979/1980	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994
1. Aceh				1		
2. North					1	
3. Riau				1		
4. West Sumatra						1
5. Jambi						1
6. South Sumatra					1	
7. Lampung	1		1			
8. Bengkulu			1			
9. Jakarta					1	
10. West Java	1		1			
11. Central Java	1		1			
12. Yogyakarta						1
13. East Java	1	2				
14. West Kalimantan				1		
15. South Kalimantan		1				
16. Central Kalimantan		1				
17. East Kalimantan			1			
18. Bali					1	
19. West Nusa Tenggara	1	1				
20. East Nusa Tenggara				1		
21. East Timor						1
22. North Sulawesi						1
23. Central Sulawesi			1			
24. South Sulawesi				1		
25. South East Saluwesi					1	
26. Maluku			1			
27. Irian Jaya						1
Total	5	3	8	5	6	6
Cumulative	5	8	16	21	27	33


JAMAICA
UWIDITE,EBS,ISTET,JAMAL
by
CORDELLA LEWIS

V- **JAMAICA** *(Cordella LEWIS)*

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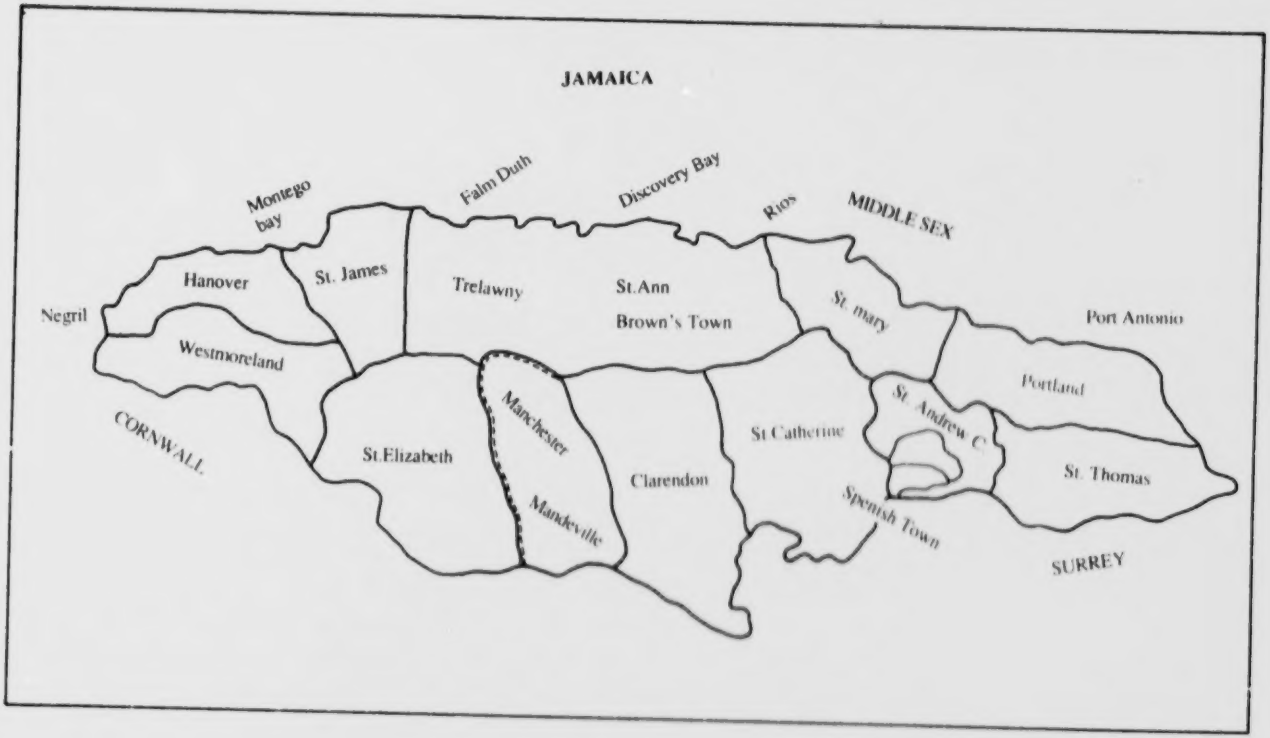

JAMAICA
Montego bay
Falm Duth
Discovery Bay
Rios
MIDDLE SEX
Hanover
St. James
Trelawny
St.Ann
Brown's Town
St. mary
Port Antonio
Negril
Westmoreland
Portland
CORNWALL
St.Elizabeth
Manchester
Clarendon
St Catherine
St. Andrew C.
St. Thomas
Mandeville
Spanish Town
SURREY

1. INTRODUCTION ABOUT JAMAICA

The island of Jamaica covering 4,411 square miles is divided into 3 counties-Cornwall, Middlesex and Surrey. These are further divided into 13 parishes. A central mountain range runs east to west with the highest point, the Blue Mountain Range being 7,402 feet above sea level. The area produces timber and flowers for the local market and coffee for export.

The entire North Coast has been developed towards tourism, while the south coast remains largely under-developed. The overseas film industry has found the variety of climate and terrain suited to its demands. Bauxite and sugar exports have declined, while newer ventures include garment and furniture manufacture.

The population is 2.6 million with 60% below the age of 25. School attendance is affected by related marketing and reaping seasons, weather conditions and transportation. Difficult terrain makes most deep-rural schools inaccessible, and rural electrification and other necessary infrastructure are incomplete. The biggest deterrent is the poorly developed communication links and facilities which prohibit easy contact along with high operational costs.

2. THE MINISTRY OF EDUCATION

2.1. Brief History And Role

Through the Education Act of 1965, the Ministry of Education (MOE) with an elected Minister (HME) and a nominated Minister of State (HMS) was emprowered to administer the national education system. The Ministry was already established around 1953 after universal Adult Suffrage was passed.

Since then, it has had to expand its role to the dictates of a growing formal system up to, and after Jamaica gained full independence from colonial rule, in 1962.

The MOE has striven to maintain an educational base not only for children from 4 to 17 years, but or teachers in training for college diplomas and inservice. (The latter can qualify for full-time study leave after three years service).

Educational institutions are fairly widespread. Distribution of schools and colleges and institutions of Higher Learning by type is as follows:

Pre-Primary	1600
Primary and all age	872
Special	6
Secondary	701
Tertiary	18
Higher	2

2.2. Policy and Budged

National policy has been developed and implemented by government formore than a dozen ministries.With the MOE there is a commitment to education for all' in terms of Career Guidance, Family Life Education, Guidance and Counselling, staffing in schools, apart from the 3 R's. In recent times more recognition is given to drug awareness programmes and to education for the impaired as well as the gifted. A welfare unit helps the less

privileged. Study and development opportunities are provided with assistance from overseas lending agencies.

Statutory and political policies and procedures are passed through Cabinet by the HME and HMS. Their Ministry counterpart is the Permanent Secretary who is a civil servant.

Althought the annual Estimate of Expenditure[1] for the year ending March 1989 show that the MOE was awarded 10.97% of the recurrent provisional budget second only to that of the Ministry of Finance with 53.30%, the amount in $'000 was a mere J$602,947.[2] Further concern could result from the fact that the Ministry of Healt got 5.05%, certainly en terms of child healthcare islandwide. Also, although limited funding from private sources exists e.g. through a new 1986 Adopt-a-school programme, the implications for planned projects such s Distance Education in Teacher upgrading for the 90's, school buildings and combatting vandalism, could be dire.

In the 'terms of reference' for this Programme Preparation in DE for the 90's, consultant P.Murphy sounded a warning note: "... although distance teaching had provento be very successful in virtually every place it had been used, it was not cheap and was only effective if the conditions were right ...on of those... was the conferring of status through promotion and good pay for teachers in the programme..."

2.3. Organizational Roles

A Chief Education Officer (CEO) presides over the Operations Division assisted by a number of senior 5SEO's), regulars (EO's), territorial inspectors (TEO's) and assistants (AEO's) -all working in Units (see table 1). These are designated by the Ministry of the Public Service as the EDG group (EDG's),

and assisted by clerical and administrative staff (PMA's) as well as by local and foreign consultants.

The MOE administers the learning process not only through the teaching staff and school boards but through inter-related UNITS with distant functions. The role of the Educational Operations Unit cannot be over-emphasized with its dual core of implementing officers:

* Specialist subject officers write, revise and oversee implementation of core curriculum; formulate instruments for the assessment of systes and teaching personnel; assist in teacher upgrading.
* Generalist administrative officers directly supervise individual schools in designated parishes (see Table I).

Both setst not only work together on certain aspects of planning and training, but are expected to function in wideranging areas. These are being included here in outline, because these same officers will be expected to play vital roles in the decentralization process which has begun:

Schools: Visiting schools, advising and assisting Principals and School.

Boards: interpretation and implementation of Code of Regulations and government policy; inspecting physical plant when necessar, reporting on overall performance of institution, diagnose porbelm and suggest remediation.

Staff: Look at performance, assess for promotion; plan and conduct upgrading seminars/workshops; asssess retired teachers in active service, look at lesson plans and Time Tables when necessary.

Community: Represent Ministry or other senior personnel at official functions and interviewing panels; investigate complaints, settle disputes in conjuction with guidance officers and school counsellors.

Pupils: Placement and transfers, liaise with family court and student councils.

Accreditation: In collaboration with the Joind Board of Teacher Education (JBTE) at the University of the West Indies, these officers also assist in bi-annual assessment of Teacher Training students on practice teaching, vet and set examination papers, externaly sassess final exam script.

3. CASE STUDIES IN DISTANCE EDUCATION

3.1. History of Distance Education

In 1960 there were, 4,953 teachers in Primary schools, 2,316 of whom were pre-trained but with some experience. This phenomenon was found mostly in deep-rural schools which had been forced to accept whoever was available for employment. In secondary schools 50% of the 1,047 teachers were untrained up to 19643. Newly qualified teachers were opting to reamin in the city ostensibly for an up-scale on family life and for further study opportunities.

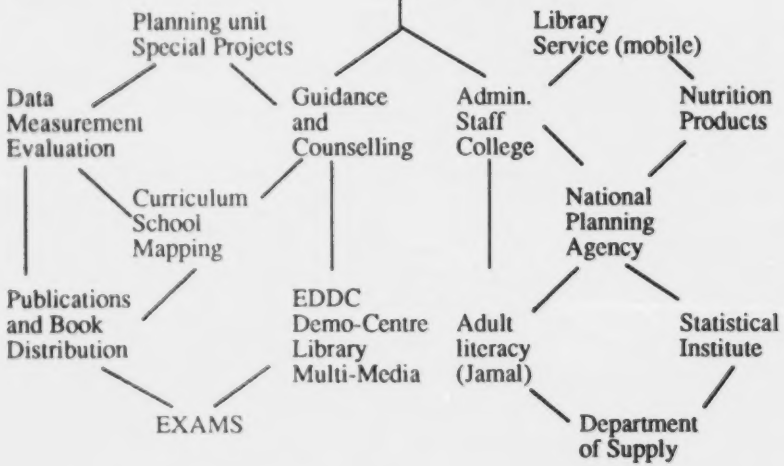
Teachers colleges were fewer, included more single sex, and were unable to accommodate all applicants into their three-year programmes which included two weeks of observation, six weeks of practice teaching with year-end examinations. Very few were offering part-time courses, and then, only to worthy repeaters.

In July 1964 a major conference on In-service and Pre-service Training for Teachers in the Caribbean was held in Trinidad, out of which came some of the data mentioned of Jamaica in the preamble. The Government intensified its efforts to address the problem by providing opportunities and in-

Table: 1

Ministy of Education Units and Functions

UNITS		FUNCTIONS	
Education Operations Division		Support Services Division	
	Primary Education	Schools Sites and Services	Sites, Construction, Regional Offices, Maintenance
New Secondary, High Comprehensive, Agricultural	Secondary Institutions	Teachers Services	Registration, Accreditation, Appointment, Leave, Promotion
University and college accreditation, overseas study and scholarships	Tertiary and Scholarships	Finance and Accounts	Budget, Audit, Grant, Subvention
Pre-Primary, Basic, Prep	Early childhood and Special Education	personnel Management	Registries, staffing, securit, Civil Service, Promotion and Leave
Include all other units	Independent Schools	Procurement	School furniture, Import licences
Planning and Development Division		Linked Statutory and Support Bodies	



centives in light of the conference report, noting "the elusive goal of an adequate teaching corps forthe island's schools". Short term measures included; an emergency college (Moneague) where experienced untrained teachers could earn certification in 1 year, a junior college (caledonia) where untrained pre-trained hopefuls could get orientation to enter the service as probationers, summer courses, weekend and short courses, correspondence courses, and bursaries and scholarships to University

On the matter of correspondence courses, as early as 1956 efforts were made to entice and prepare post-secondary applicants to enter Teacher Training College such as the Mico[3] (m) and Shortwood (f), which posted out texts with guidelines as to what to look for at what level. Short recapitulation responses were required by return pre-paid mail.

Caledonia Junior College also gave correspondence courses to successful graduates in order to improve their chances for entry into regular training colleges on two-year completion courses.

The following Distance Education Projects each covered nine year spans Existing documentation is not exhaustive, but the concepts employed have set valuable precedences for future ventures in distance teaching. These are; Educational Broadcasting Services (EBS) 1972-1981 and In-Service Teacher Education Thrust (ISTET) 1973,1982.

3.2. EBS

After years of planning, EBS was formed in 1963 out of existing Jamaica schools broadcast (radio) programmes, and the boradcasting arm of the government information services-JIS. There were also mobile cinema shows that went round the island showing programmes on preventive health measures to schools mainly.

Local consultants trained overseas helped to set up this outstanding Multi-Media Center, andyoung professionals of talent in this field also returned to strengthen the system. Some of them went on to win public acclaim in radio and the arts,and later, in ETV in 1964. Training venues overseas later included The Open university in Milton Keynes and the IEC in Cambridge, as well as Glasgow, El Salvador, Singapore and Malaysia.[4]

EBS programmes were transmitted through the Jamaica Broadcasting Corporation (JBC) with programmes repeated in 206 (27%) of 755 Jamaican schools, 80 of these were later equipped with television sets.

The £7m Materials and Aids Centre was built and equipped by GOJ/World Bank in 1976, and included a large and small TV studio, master control, mobile vans and related equipment.[5] The Ministry of Education supplied 175 TV sets and 75 receivers, and USAID 200 sets.

3.2.1. Objectives: The objectives are; to assist inexperienced teachers with Planning, Presentation and Evaluation techniques, to give new meaning to classroom learning, to enrich the curriculum offerings, to promote in-service teacher training, to encourage teachers ot be more creative and innovative e.g. in approaches to and aids in teaching.

Lessons were prepared by select personnel in some core subject and broadcast over JBC radio to schools equipped for receiving. Music was one of the most popular subjects aired, because old and new favourites were actually taught, helped along by the school's music teacher on piano.

3.2.2. Correspondence Component: Content materials and illustrations were sent out by mail or by mobile vans. Teacher's Guide Books included teaching hints and recapitulation questions The record shows that there was 95% on-time distribution to schools.[6] Contact was kept with repair crews and assessment teams.

Curriculum officers and other trained experienced personnel wrote the material, with a "studio teacher" presenting. Technical staff worked in collaboration to decide on lenght of presentation, suitable background music, voice-overtapes, authenticity and presentation modes.[7]

In addition, officers were writing curriculum packets and guides, often meeting for genera discussion and assessment of existing documents. Decisions were made as to what would be included, drafts, re-typing etc. (Drug use/abuse educationwas put in later). Using flip-charts and scribes, they looked at target groups, short and long-term objectives, and skills training. Funding was pre-decided and handled by the Projects Division.

3.2.3. Frequency: Each programme jas telecast four times to permit large schools with small viewing areas to schedule their classes in smallergroups for mor satisfactory reception.

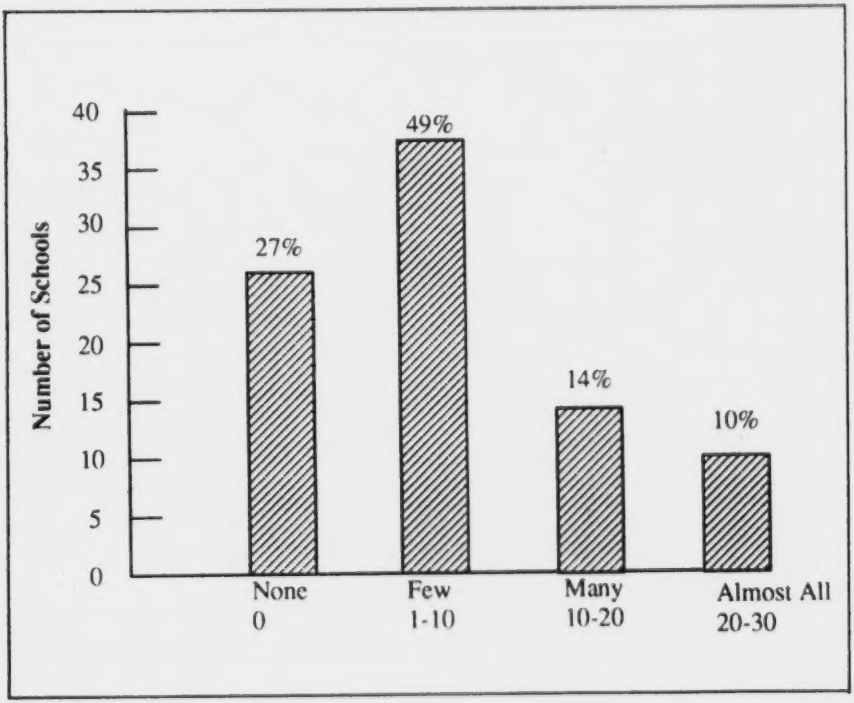
> "The EBS staff recognised early that it must undertake a programme of lesson revision on a continuing basis to assure that the lessons they broadcast represented superior teaching and conformed to the inevitable changes that would occur through curricular reform within the educational system."[8]

The original intention was to direct the programmes to the post-primary school level and to expand them to primary through the Ministry's audio-visual department. It is to be noted that although the studio time available to MOE was limited, the time available for transmission coincided very well with the normal school hours. Findings show that viewing included ages 7-19 with the majority in the 11-15 year group, of a survey done in 80 schools.

The first TV subjects broadcast were Geography and Science for 12-5 year olds, with the schedule of subjects annually increased especiall at summertime.

A series of support programmes were the weekly "Teachers' Seminars". Principals were expected to encourage teachers to watch, and to include themselves. The first term lessons were devoted to the utilization of radio and TV lessons, the next term about the new Junior Secondary Schools, and the third term about the new teacher Internship (two year) programme.

Teacher Attendance at Seminars



3.2.4. Assessment: By 1981 the Centre was said to be not economically viable enough to continue in its existing state. The announcement took the schools by surprise in its existing state. The announcement took the schools by suprpise and officers were re-located elsewhere in the Ministry up to 1982. The facilities were co-opted as a cost centre by a Limited Liability company purporting to continue preparing programmes for schools. The original contract had to be re-written and loans re-negotiated.

The programme of 72% successful for radio, 78% favourable for student response, 96% for teacher's guide distribution, 91% for teacher note-taking, and 49% teacher attedance. Most students were motivated by telecasts to make items referred to in broadcasts. Due to transportation difficulties, large size of viewing groups, non-functioning sets ("low volume due to lack o amplification stage in the output")[9]. In 1982 also, the national standard for TV changed from PAL to NTSC, and from black and white to colour. In 1983 EBS studios were assessed as capable of being the best production facility in the Caribbean, and was modernized an upgraded at a cost of J$5m.

3.3. ISTET

In order to create new job opportunities, qualification and upgrading for teachers in service, Government made a policy decision in 1972 to launch a dual thrust.[10] Some pre-trained 'teachers' and probationers were already on the job, some for up to five years mainly in rural communities. Some apprehension was hinted at concerning the equivalent college status that these recruits would achieve.

In 1973 newly established regional centres in fourteen parishes were set up in available community buildings such as church halls and schools,

separateand apart from five Regional Offices for the use of Ministry personnel working out of each area. Centre Co-ordinators and seminar tutors were appointed islandwide. Centres were equipped with book cases, books, tape recorders, overhead projectors.

3.3.1. Rationale: To reduce the pre-trained/untrained cohort in primary schools, to give new impetus to those who, due to family/financial constraints, were beginning to stagnate on the job, to encourage the aware and ambitious who were thwarted by ineligibility, to pace themselves into the qualifying bar

3.2.2. Components

* Orientation
* Correspondence
* Cassette Courses
* Week-end Seminars
* 1 month workshops per year } }
* 2 week workshops at mid summer } Contact
* 1 week workshops at Easter/Christmas } } teaching

Other personnel included part-time Supervisors, Course writers,Summer school tutors, script markers and a Programme Co-ordinator. The tenets of the new thrust also included:

* Islandwide registration, with recommendation in some cases
* Same courses and same exams as the colleges
* Formal teaching mainly by correspondence
* Contact teaching workshops in Kingston at designated times
* Boarding and lodging funded by government
* Travel claims subsidized by government
* Part-funding by foreign lending agencies
* Final certification through JBTE

* Parish co-ordinators complemented by MOE subject officers including writers, editors, course work (grade and record)
* External markers paid by MOE
* Four year durationto match 3-year college
* Re-sit for final exams up to three times (failed college student had to leave college and re-sit externally)
* Non-formal education later facilitated non-defined assistance from classroom teacher and/or Principal)
* Inspection visits (largely unannounced) by a number of specialiststo look at lesson plans,classroom rapport, (appearance anda) approach, teaching aids etc.

3.3.3. How The System Worked: Student teachers met their contact prepared to hand in assignments, receive corrected one, have difficult points explained and new knowledge imparted. Tutors would update registration and attendance, hand out new assignments, and not too infrequently soo the wounded pride and listen to complaints. Uncollected work would be forwarded by parish co-ordinators to head office for sorting and distribution to external markes where necessary. These were graded and returned to head office to be entered on set mark sheets (kept in volumes) by subject an by parish. Finally, averages, grades and rations would be worked out. Successful finalists would be invited to woin graduation exercises with respective coleges. Their status and salary range would then be adjusted in the Teachers Services unit after accreditation by JBTE and the Teacher Education and Devleopment (TED) unit at UWI.

3.3.4. Outcome: The programme ran until 1982 by which time there was a total of 1,381 successful filanilts out of a littel over 2,000 applicants. A few never passed any of the test. Others have since graduated from Techers Colleges and Universities at home and abroad. From time to time, transcripts are requested to facilitate transfer to other professions.

The psychological effects were mainly encouraging, especially to those who had been made to feel inadequate. Some graduated along with their own off spring, became Principals of schools, and were to a large extent reliable resource personnel to the JAMAL Literacy programme.

3.3.5. Evaluation: Older students were more responsive - not wishing to be labelled as "non-college trained". They wanted even a short stint in college. most 'drop-outs' were in the 22-30 year group.

A Ministry "report also showed that on the negative side the programme was underprovided with academic staff and that there was a lack of coordination in the academic and professional training aspects. Too many specialists visited thu making different claims on the students' time. There was a lack of effective communication re 'drop-outs'.

The decentralisation process was however aidedby what has been referred to as the "geographical scatter" of centres (1976-177 Report).

Table: 3

Percentage Pre-trained Teachers by year

Year	Percentage
1984-5	5.7
1985-6	7.0
1986-7	7

Report on the Evaluation of the In-Service Teacher Education Thrust 1976-1977

Consultant Murphy, in helping to prepare forthe next round of distance education under the caption of Professional Development in Educationhas commented in his preliminary report that the ISTET experience will be useful:

> "Jamaica has experience of using the most basic technologies through ISTET. Channelling this experience into the current reforms in education will assist to improve quality without increasing costs." (Seminar handout 1990)

Table 4

1987 Teacher Sources: Tertiary Thrust

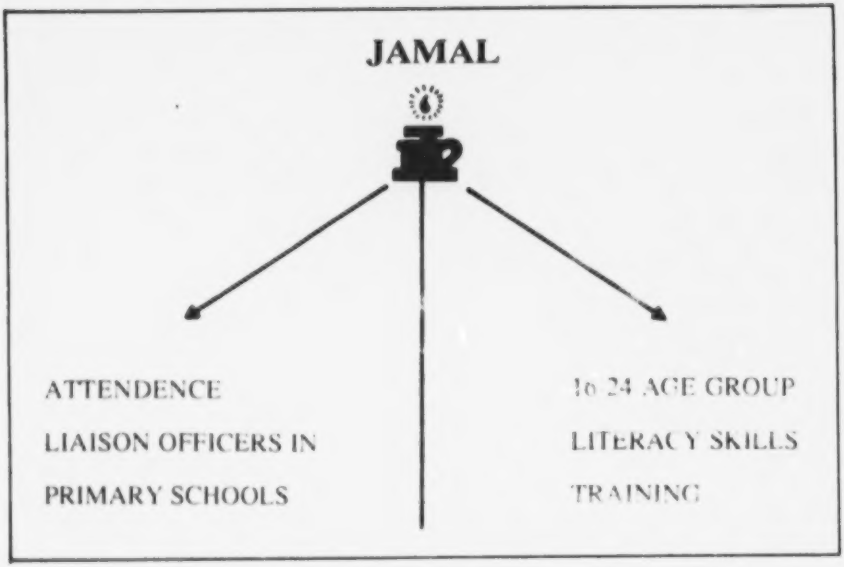
No.	Institution by Type	Student Teachers	Variations
8	Teacher Training College	7,000	1 single sex
1 of 4	Community Colleges	700	Exed teacher training component phased out
1	Cultural Training Centre	346	Dance Drama Music Art Only recent MOE accred-itation
1	College of Arts, Science and (CAST)	3,654	1 Teacher Education Teacher training component
1	College of Agriculture	209	Serves overseas students
1	College of Sports	207	Serves overseas students
1	Postgraduate School of Education	?	PGCE, B.Ed, M.Ed, PhD

3.4. A Brief look at UWIDITE and JAMAL

The University of the West Indies Distance Teaching Experiment by satellite and the Jamaica Association for the Managemenet of Adult Literacy are both adult literacy programmes not originally set up by the MOE for teachers per se. Both are partly funded and supported by government and use widely differing distance teaching techniques.

Both could be said to be at polarities, with JAMAL veritably launching a concerted attack on illiteracy by radio and TV in adults over school age and children who should be but are not attending school. On the other hand UWIDITE is aimed at advanced learning in the wider Caribbean, and is very different in concept. In the true sense of the word any case study on them would have to be on-going.

Although JAMAL has now been somewhat scaled down as part of a wider government focus than that of as ministry prject, it is currently assignde to MOE. It is worthy of note that some of the well-illustrated packets and booklets for remedial reading prepared for non-formal extra-mural teaching were found useful by ISTET teachers, some of whom were after-school 'volunteers'; and that JAMAL achieved the recognition of an award outside of the island. Their prime-time TV slot is calded appropriately, "Lighting the Lamp" with a pupaar logo of a ttin lamp which excited 'grassroots' appeal... "The Minister of Eductaion made a policy decision in 1982 that JAMAL should concentrate half its resources on the prevention of illiteracy. This is to be achieved by JAMAL's officers working closely with Primary Schools as Attendance Liaison Officers to improve attendance rates" in particular. This method is being tested in 2 parishes, St Thomas and Trelawny.



3.5. The Future and Professional Education By Distance Method

The new Post-Certificate Distance Education Teachers Diploma course seems realistic for those who cannot participate in any of the already available PGCE programmes. This model of Distance Education is being adopted to satisfy those needs related to developing professional academic and pedagogical skills primarily for teachers of primary education.

The Kingston office could be the hub of the new D/E programme for which modules (=one hour lecture session inclusive of student, teacher, and evaluative activities) are already being written and seminars being run for Principals of Training Colleges and Education Officers. Fellowship participants are on overseas training, and a pilot project is set to begin at Church Teachers College in this year. Each new participant will have to meet

the same requirements as regular and course students, both in quantum and quality in the 45 hour and 90 hour courses.

Modules are geared to one-hour lecture sessions. Allowance is made for activities which will involve the student, the teacher, and have scope for evaluation.

The premises of four Community Colleges may be available, with some venues (Montego Bay hospital is an exception) as resource centres. Fifteen miles from Kingston the Spanish Town (the old capital) Regional Office was opened in November 1990. Premises have been identified in Brown's Town(central island) and Port Antonio (east). In Mandeville, operations have been taking place in a Church hall and the T.College. In Montego Bay, facilities are in place at the hospital for medical teleconferencing, and the Sam Sharpe College is gearing to participate.

Flexibility and cross-functional integration will be the hal-marks of the new programme's success.

Footnotes:

(1) Educational Statistics 1986-87 p.68 (Table 5-1)

(2) Exchange rate J$= £9.12 then, £15.98 now 1J$=US$5.1 then, US$8.12 now.

(3) One of the oldest in the Caribbean, set up after emancipation by one Lady Mico for the children of the underprivileged.

(4) Source: 1. Discussion with local consultant C.R. Smith of Jamaica's MOE who also identified a similar programme in Guyana, and was himself instrumental in the setting up of the Unit after training at the OU and BBC.

4.1. Murray Ainsley, Barry Davies (Br.)

4.2. Hugh Morrison (w.o now runs the Radio Unit at UWI), Alma (Hylton) Mock-Yen of CARIMAC, Alice Rhodd, Daphne Vidal-Smith, Mr Carol Reckord, Joyce Lalor (late of JAMAL), Inez Grant, Lloyd Hall (EBS music). CARIMAC is the Caribbean Institute of mass Communication on the Mona campus.

(5) Pamphlet: Jamaica ETV Project Observations Vitecom Canada Sept. 1971 p.16-17. Cost equivalent to J$ 13m.

(6) Instructional Broadcasting in Jamaican Schools Aug. 1967.

(7) This writer submits a Teacher Resource package written in 1981 to assist Language Arts teachers with the new CXC English A.syllabus.

(8) Ibid, footnote 6, p.1.

(9) Ibid. footnote 6, p.27.

(10) Curriculum Development Thurs (CDT), 1972.
In-Service Teacher Education (ISLET), 1972.

(11) Report on the Evaluation of the In-Service Teacher Education Thrust 1976-1977.

THE MALDIVES

DISTANCE EDUCATION IN THE MALDIVES

by

MUJTHABA HAMEED

VI- THE MALDIVES *(Mujthaba HAMEED)*

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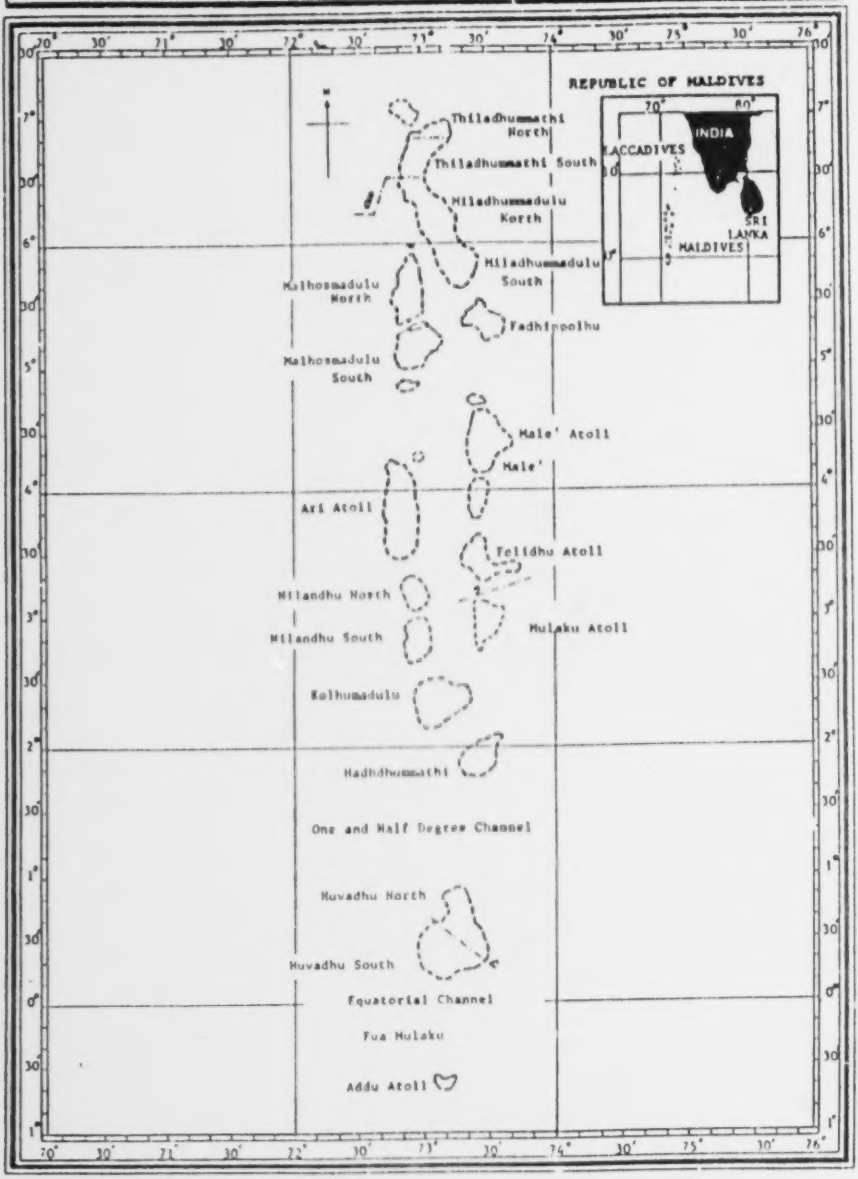
MAP OF MALDIVES



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1. INTRODUCTION

1.1. National Context

The Republic of Maldives in an archipelago of 1190 coral islands, spread over a geographical area of 90,000 sq km in the Indian Ocean. The ring-shaped atolls or the islands strecth approximately 750 km north to south and 120 km. from east to west. These 26 natural atolls, for administrative reasons, are now divided into 20 divisions. Malé, which is the biggest island, is the capital. The population of the Maldives is approximately 214,139, which is scattaered thinly over the 200 inhabited islans. But, on the other hand, Malé being the social commercial and educational centre from the very beginning of the country's known history it is estimated that one fourh of the population, which is about 56,000, at present live in the 1 1/2 sx mile capital island.

The people of The Maldives share a common culture, relgion and language, though some variations in the dialect canbe found in some islands, especially in the southernmost atolls. Communication is very limited due to the geographical phenomena. The only reliable and regular link between the capital and the atolls are sail or mechanized boats (Dhoni), the only official radio-telephone is in the atoll office and a few telephones and mail service in some atolls. The poor infrastructure, the distances involved and the unpredictable weather have hampered the development of inter-atoll communication, and hence much of the on-going development programmes.

1.2. History of Education: An Over-view

The earliest known educationa! institute is the gateway of the Grand Friday mosque in the capital,, where they taught how to read and write the holy scripture, Quran. With the years, this schooling was developed both in

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the capital and in the atolls as "kiyavaage" or "Edhuruge" (private homes) where the pupils learn to read and write the Quran and the mother tongue, Dhivehi. These private homes were then developed into "makthab" and "madharusaa" where the curriculum was somewhat extended to teach additional subjects such as basic numeracy. Although this type of schooling had shown a low level of educational attainments, to a greater extent it has helped to achieve the many educational objectives, of which is relatively high literacy rate (about 95%), the preservation of the mother tongue, Dhivehi, and national culture and tradition.

There had been a great change or leap in the system of education, when the medium of instruction was changed to English in the early 70's. But this change was brought only to the schools in the capital, while much of the traditional schooling in the islands was left neglected in the dark corners of educational development.

But, with the change of the government in the early 80's, the new government pledged to give equal educational status to schools in the capital as well as in he atolls. So, a nationwide programme was started and with the financial assistance from UNESCO and Japan, Atoll Education Centres (AECs) and Atoll Community Schools (ACSs) were built in every atoll. These institutions are designed to give (national goal of UPE) primary education. But in the past three years some of these institutions have widened the scope of education to give middle school and secondary level education. But this progress is very slow.

Like most of the developing countries, we too are facing the problems of poor infrastructure and the shortage of trained manpower, and thus hinders the very objective of giving or, let us say, providing education for all, and hence the idea of distance education for non-formal education came into being.

2. NON-FORMAL EDUCATION UNIT (NFEU)

2.1. Organisational structure

The NFEU of the Ministry of Education is an autonomous body with an independent budget. It has the responsibility to produce various educational and vocational training courses to the people of all ages. This unit works with close colaboration with the other government subsectors, namely, Atoll Education Centre, Education Development Centre, Educational Media Unit, Institute of Teacher Education, Vocational Training Centre, Allied Healt Services Training Centre, Deparment of Women's Affairs and Department of Information and Broadcasting.

2.2. Staffing

The NFEU consists of 28 staff members both in the administrative and academic sections, which is headed by a Deputy Director. The administration section looks after the maintenance and salary of the staff, allocation of money to various ongoing courses/workshops, typing, printing and delivery of course materials to the students in the atolls, arranging trips of the mobile teams and compiling an annual report of the NFEU. The academic section mainly consists of course coordinators, curriculum developers whose main job is the write up course materials and plan out short courses and workshops in the identified areas. Sometimes teacher educators and teachers from other institutes are hired on contract basis to write up the course materials in specific subject areas. This section works very closely with the headmasters in the Atoll Education Centres (AECs).

2.3. Financing

The government provides contributions in kind for the premises, professional staff and operating facilities, these include salaries and wages for the NFEU staff in all the divisions and the centres involved in carrying out the national non-formal Distance Education programmes.

Apart from the lion's share which the NFEU receive from the governement, the UNESCO and UNDP under the funded project called **"The development of education (MDV/82/001)"** gives both technical and financial assistance to plan out and implement the programmes. In addition, the UNDP trains personnel in the DE specialized areas abroad.

3. OBJECTIVES

The following are the goals and objectives of the NFEU;

i) To universalise education through non-formal education, to help to supply the educational means

ii) To the least privileged locations

iii) To help to raise morale and attitude of the people to the importance of the government's plan to decentralise both the resources and manpower.

4. ON GOING PROGRAMMES

4.1. Condensed Education Programme (CEP)

This programme was started in 1984 as an experimental DE programme. The idea behind it was to look at the needs and the ways to lep the out-of-

school youths and those who are classified as "overaged" under the conventional system. The recent survey shows that the CEP has played an important role for this target group to achieve the educational qualifications for their career development and training. In fact, most of the trained teachers in the atolls and the nurse aids in the regional hospitals are the students who have succesfully completed the CEP course.

4.2. Distance Education English Course (DEEC)

This pilot project was launched in 1989 to uprgrade the level of English standard of the teachers who are teaching in the atolls. This is a ten month course with the enrolment on an annual basis. At present, this course is conducted in 3 selected atolls (which represents a cross sections of the atolls) with 90 students as the first batch. Students' progress, face to face tutorials and assessments are supervised by the AES headmasters of these atolls. A set of course books with complimentary audio cassettes called "DEEC-1" was given to the students as self learning materials. It was fonud out that this basic English course is very helpful in their teaching career, and of these 90 students about 74 students have completed this course.

With the positive support and demand for this programme, which was initially intended to upgrade the teachers who are in the service, the scope o f this prgramme has widened and the enrolment for this programme has gained the popularity from the ggovrenment subsectors such as Felivaru Canning Factory, atolls administration and some nurse aids from teh regional hospitals. It is expected that about 200 students will do this course in 7 different atolls in this year (1991). Moreover, a set of books called "DEEC-2" and "DEEC-3) are under way to be published within the near future.

4.3. Other Courses

Apart from the CEP and the DEEC programme, the NFEU has conducted approximately 38 workshops and short courses in the areas of agriculture, handicraft, mat weaving and child rearing. These courses were conducted both in the capital and in the atolls by the mobile teams from the NFEU. These were conducted in face to face tutorials backed up by publications.

4.4. Current Activities

The following programmes are intended to carry out through distance education, hence some of the course outlines and teaching materials for programmes such as population education and early childhood education have been formulated and are in the process of implementation (ie pilot course):

* Primary education
* Middle school education
* Secondary school education
* Higher education
* Teacher training
* Population education
* Early childhood education
* Staff development
* DE for Special Interest Group (SIG)

5. PROBLEMS IN IMPLEMENTING DISTANCE EDUCATION

The core problem in implementing the DE programme, or any other development programme in this regard, is the poor infrasturucture such as

transport, poor telephonic and mail service. There is also the problem of the shortage of trained manpower within the NFEU. In most cases the NFEU has to persuade from the other institutions to release the staff, at a time when they have a tight programme to be attended.

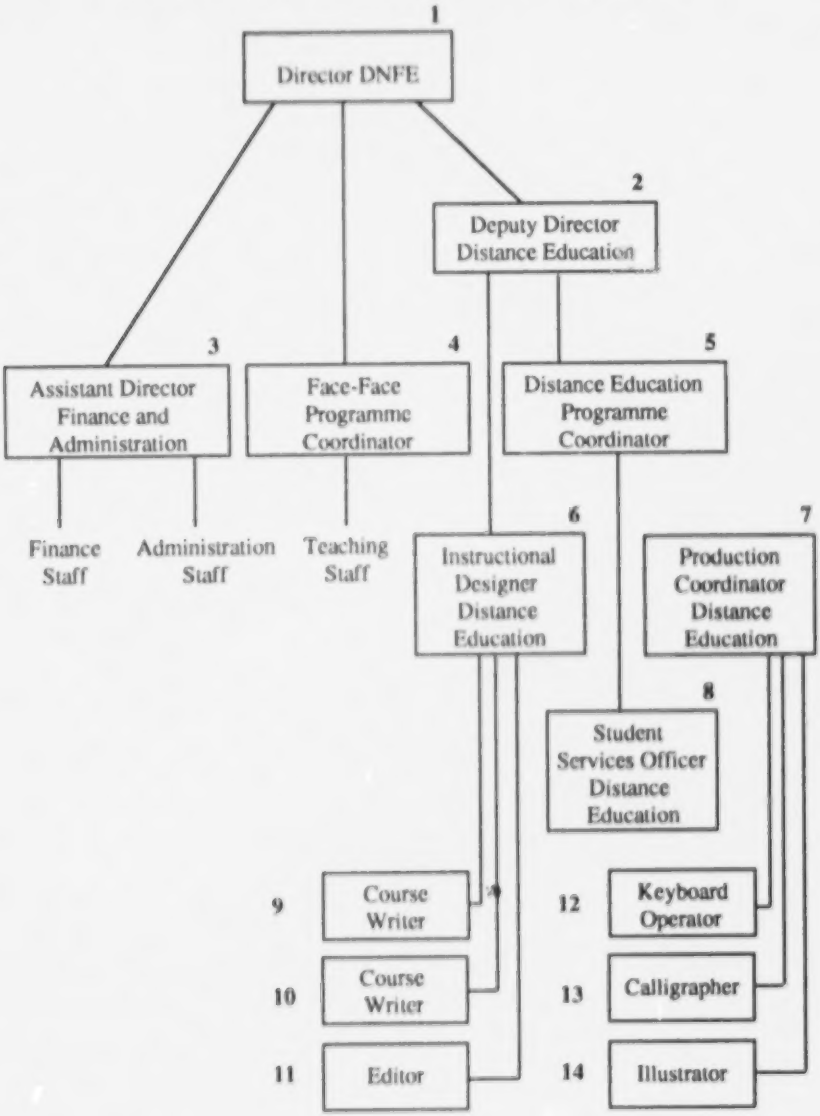
6. GOVERNMENT POLICIES AND PLANS REGARDING DISTANCE EDUCATION

The NFEU is curently undergoing some institutional changes in order to become a department and hence the NFEU has been selected as the core centre for distance education. It is believed that the DE section within the NFEU will become a separate DE unit in the DNFE. The following points are taken from an unpublished report (paper) on **"Review of Distance Education in Maldives":-**

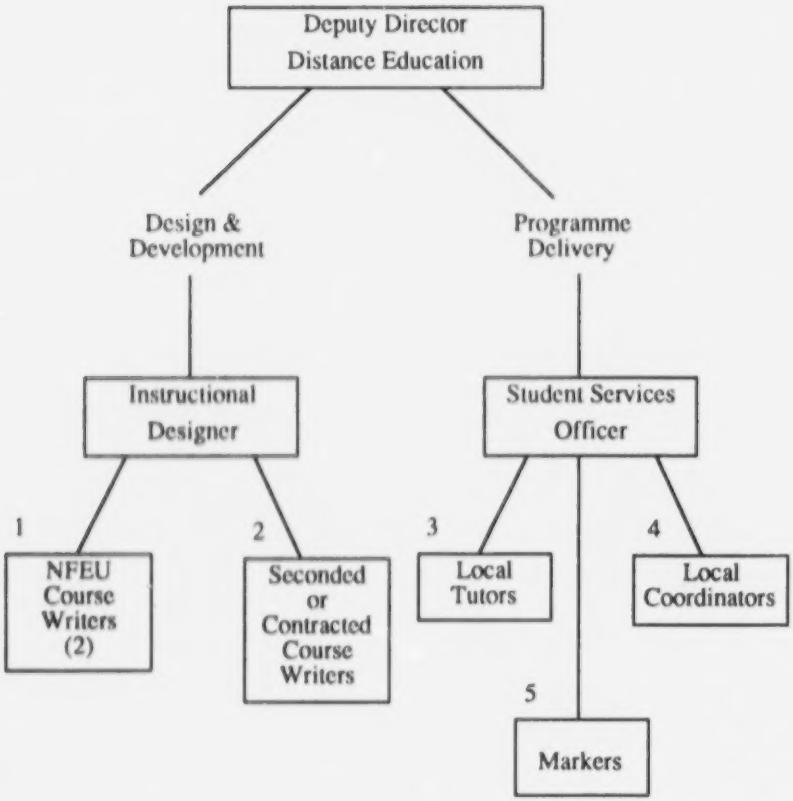
* Establish a distance education section (unit) within the Department of Non-Formal Education (1989)
* Design a master model for the DE system including administrative, academic, media production, delivery and evaluation system (1990)
* Implementing overseas training in key personnel (1990)
* Produce training packages for training personnel both for DE unit in Malé and the Community Resource Centres in the atolls (1991)
* Implement in-country training (1991)
* Develop the learning materials for selected programmes for offer via distance education (1991-5)
* Conduct trials of distance education learning packages for all courses of the selected programme (1991-5)
* Establish Community Resource Centres as regional and local study centres equipped with needed facilities and personnel (1990-5)

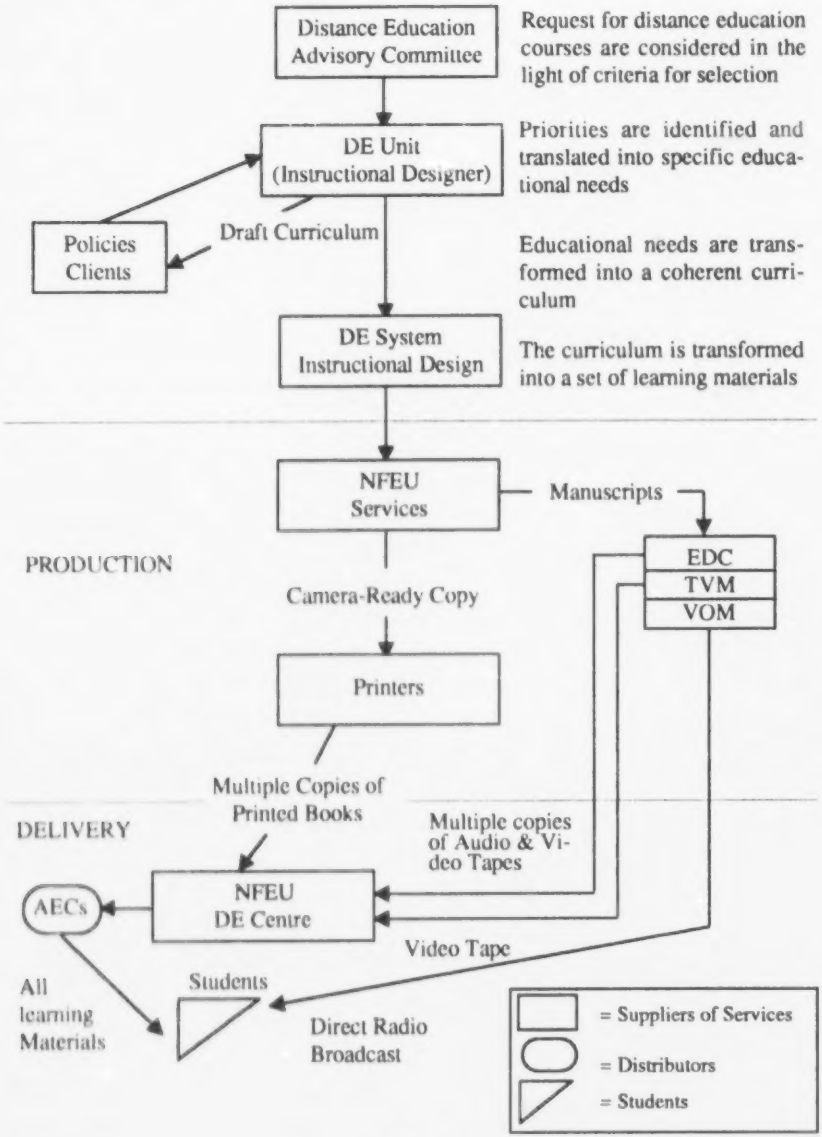
- Deliver distance learning packages to students (1991-5)
- Conduct orientation workshops (1991-5)
- Conduct tutorial seminars (1991-5)
- Implement continuous assessments of students' progress (1991-5)
- Monitor and evaluate DE system (1991-5)
- Undertake planning for the implementation of the DE system nationwide to all the atolls (1993)
- Conduct evaluation of teh UNDP project MDV/82/008 (1992)
- Conduct evaluation of the UNICEF assistance programme (1990-5)

The Position of Distance Education within D N F E

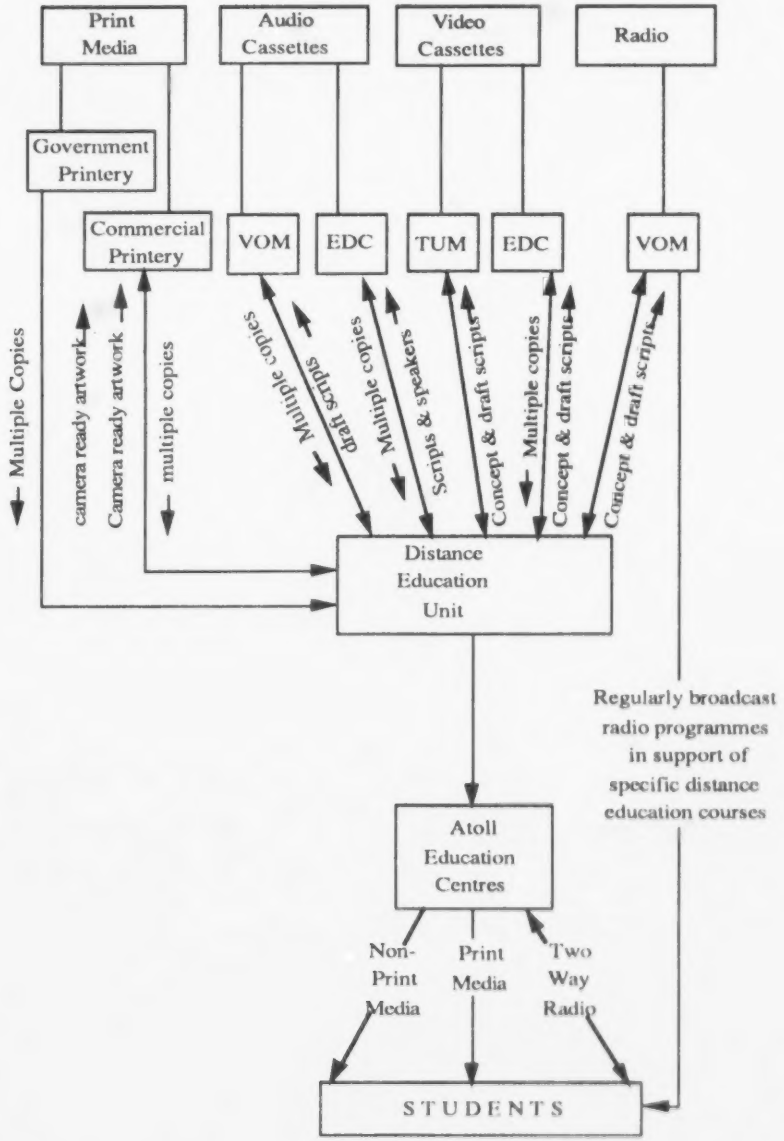


Academic Structure for Distance Education




Distance Education Advisory Committee
Request for distance education courses are considered in the light of criteria for selection
DE Unit (Instructional Designer)
Priorities are identified and translated into specific educational needs
Policies Clients
Draft Curriculum
Educational needs are transformed into a coherent curriculum
DE System Instructional Design
The curriculum is transformed into a set of learning materials
NFEU Services
Manuscripts
EDC
TVM
VOM
PRODUCTION
Camera-Ready Copy
Printers
Multiple Copies of Printed Books
DELIVERY
Multiple copies of Audio & Video Tapes
AECs
NFEU DE Centre
Video Tape
All learning Materials
Students
Direct Radio Broadcast
= Suppliers of Services
= Distributors
= Students

Media Production & Delivery System



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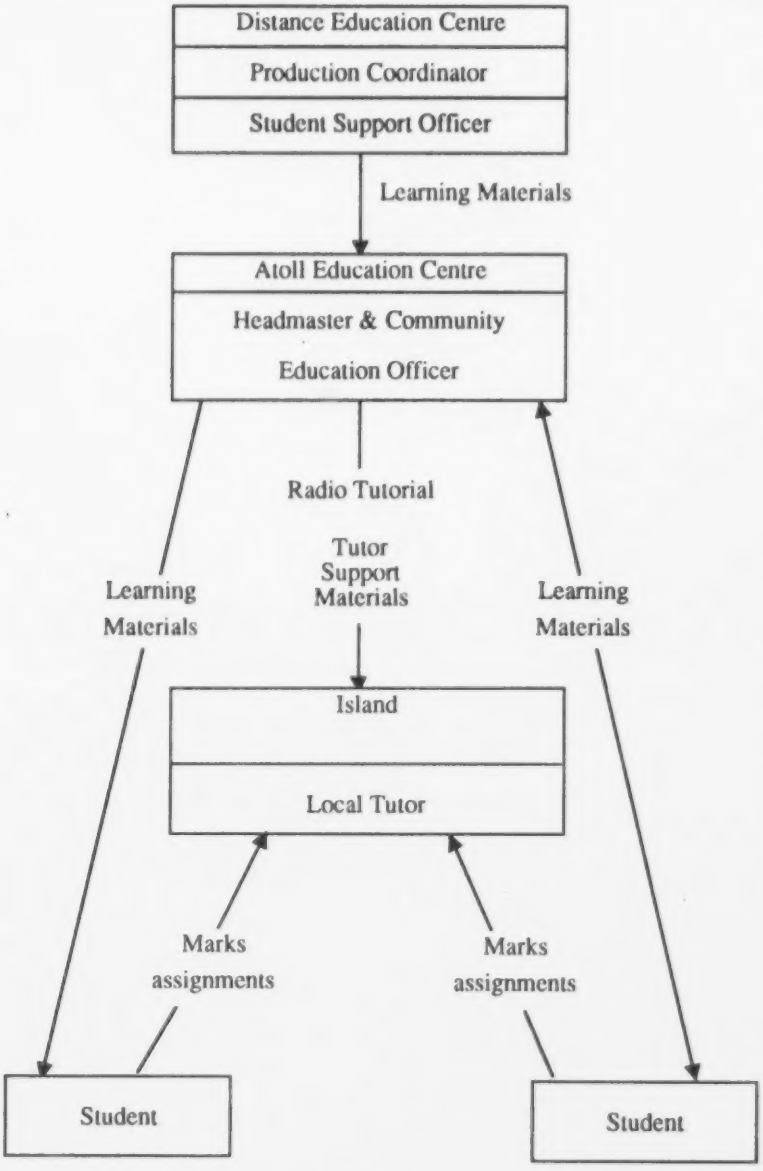

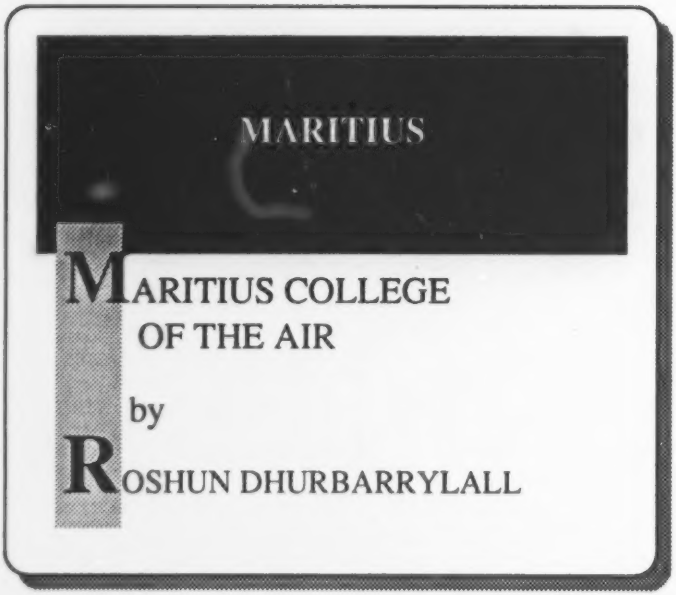
MARITIUS
MARITIUS COLLEGE
OF THE AIR
by
ROSHUN DHURBARRYLALL

VII- MARITIUS *(Roshun DHURBARRYLALL)*

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1. PROGRAMME ORIGINS, ASSUMPTIONS AND OBJECTIVES

The Mauritius College of the Air was the brainchild of Dr Michael Young (now Lord Young) in the early 1970s. Dr. Young, the founder of the International Extension College (IEC) wanted to offer he IEC's services, advice and information on distance teaching to the developing world with a view to making pertinent educational facilities accessible to more people.

So while in Mauritius on the first leg of his journey in this region as a proponent of this, he found that Mauritius was enthused with the concept. Mauritius was a propitious overseas outpost for such a venture because this tiny island could serve as a microcosm of the problems of economic and eductaional development prevalent in developing countries. Its small size enabled experimental projects to be closely monitored. Lessons lerant from the Mauritian experience would provide pointers for similar experiments in other larger countries in the region.

The development of the college would take into ccount the educational history of the island as well as the educational assumptions of the people, including the importance of certification through the Cambridge Examinations Syndicate. education would be made more relevant to the island's needs through emphasis on scientific, technical, vocational and agricultural education. The Mairitus College of the Air would supplement what was already being done with inedequate resources concentrating where the need was greatest.

Following a series of discussions in 1970 and 1971 between the Government of Mauritius, Dr Young and Mr Donald Chesworth of the IEC, the Mauritius College of the Air Act was passed in December 1971. This called on the Government to set up, with the assistance of teh IEC, a body corporate concerned with multimedia, i.e. a centre for the promotion of

education generally by means of radio and television broadcasts, correspondence courses and face-to-face tuition.

Donald Chesworth had long standing connections with leading members of the Mauritian Government. The idea of an experiment in Mauritius launched by Dr Young, the originator of the concep of the British Open University, appealed greatly to the Primen Minister Sir Sewosgaur Ramgoolam, who had himself obtained some of his qualifications through correspondence courses. The Government already had an Audio-Visual Centre (founded in 1947) doing primary schools radio programmes and some afternoon educational TV series based on secondary school syllabuses.

To launch the MCA, IEC, at the request of the Govrenment, raised the original finance in the form of a grant for the project. An annual sum of £20,000 for five years was quaranteed through a consortium of voluntary, charitable aid-giving organisations in the UK brought together through the Voluntary Committee on Overseas Aid and Development (VCOAD). The agencies concerned were War on Want, the Hidden Charitable Fund, Christian Aid, Oxfam, the Freedom from Hunger Committee, the Sun Trust of the United Nations Association and the Elmgrant Trust. The Government for its part provided free accomodation, the secondment of three technical officers from the state-run Audio/Visual Centre, free inland postage, duty-free equipment, the loan of raido and televison sets to participant schools and free production and broadcasting services through supplementary subsidies to the MaBC.

The MCA was launched with a commitment to educational innovation through distance education(though the phrase had not yet become common in English). Its manifests of intiial projects, detailed in the television programme in which the Prime Minister launched the College, committed it to media-

based curriculum improvements in the private secondary schools, correspondence courses at School Certificate level for out of school adults, health science inputs into domestic science programmes for out of school girls in social welfare centres, basic non-formal rural education for adults and two vocational training courses -one for teachers, one for office worker. Its initial external grant was inadequate to launch these experiments on anything other than a very small scale, so the MCA was dependent on government financial support for any expansion.Government's priority was clearly the courses for private secondary schools. This, together with an early clash over plans to use Creole in educational broadcasting in order to expand their audience coverage, led the MCA to concentrate its energies on its schools programmes from 1974 to 1978.

1.1. October 1972 to October 1973 Was The Trial Year For The MCA.

As various courses were on offer, the backgrounds of the learners varied. There were three main categories.

1.1.1. Continuing Education for Adults In October 1972, the MECA launched its very first course for 32 clerical and executives taff of the Development Works Corporation (DWC) in partnership with the University of Mauritius. The DWC required a large clerical and administrative set-up and those rectuited were untrained. The course ran once only for three months. The MCA provided the office management component of the course in the form of a correspondence course whose individual lesson comprised one week's work. Each lesson was self-taught and carried a weekly assignment; the assignment was marked by the course tutor prior to him holding a weekly face-to-face session.

In February 1973, three more courses were launched i.e. English Langage, Human and Social Biology (HSB) for School Certificate and Modern Mathematics, at GCE 'O' Level, for primary school teachers. The first two were available for out of school adults as well as for schools (see below), the former being expected, like the primary school teachers, to study the courses as correspondence courses, view or listen to any supporting broadcasts at times that were suitable to them, and attend, occionally, study centre tutorial sessions at weekends.

1.1.2. Secondary School Courses The English Language and Human and Social Biology courses at the School Certification level mentioned earlier were primarily designed for use in private secondary schools. They, like the schools courses which followed, were intended to improve the quality and the relevance of the teaching and learning going on in what was then by far the largest sector of Mauritian secondary education. In the poorer and more remote, rural secondary schools the standard of teaching and of facilities was appalling.

The first students took the English Language Examination after nine months' exposure to the MCA programmes. An analysis of the exam results at the end of the first year showed that MCA courses helped students to get better marks.

Following the experimental year, three new courses were launched in 1974 together with more forms from each school following them.

Modern Maths was introduced for Form I and regular seminars were introduced for their teachers to help them to master the subject matters and approach being intorduced to their students. Woodwork was introduced to link with the first training course of the newly established Mauritius Institute of Education. Agricultural Science was also launched and brought together as

writers a practising farmer, a top level agricultural extension officer, lecturers from the University, a secondary school teacher and a young farmers' club leader. A grant from the US Embassy and a loan of tools to private secondary schools by the Ministry of Education enabled the courses to be run.

1974 was considered to be a year of satisfaction all round. Evidence of this came from the increase in the number of schools which doubled and the number of students which trebled during that year.

In January 1977 there was a rise in the demand for MCA courses in all subjects because at the beginning of the school year an increase in the cost of books coincided with a shortage of supply on the market. These courses continued to be offered in full to schools until 1979 with minor changes and additions, the main ones being the introduction of pure Biology, as well as Human and Social Biology in 1976, an expansion of the Careers Advisory courses (which had through Forms 3, 4, and 5, and the introduction of French. In 1976, for the first time, some of the MCA courses were made available to schools on the items of Rodrigues. The more experimental courses, however, were dropped at the end of 1975, that is Agricultural Science and Woodwork, partly because of the problem of getting subsidies for the tools and equipment needed, but mainly because the MIE increasingly took over the MCA methods and was in a better position to develop the courses alongside its curriculum devlepoment and teacher training programmes.

1.1.3. Non-formal Education Experiments During the initial agreement between the MCA and the Government of Mauritius, it was agreed that MCA would be able to experiment with non-formal life-related education for the most eductionally underprivledged members of society; adults and youths who had not gone to secondary schools, who lived in the poorer sections of society and who had the most limited employment prospect. Two

projects of non-formal education were included in the programme of courses during the experimental year, and one in the following year:

The Human and Social Biology course mentioned earlier had a television component targeted both at the schools and at teenage girls who were meeting weekly in social welfare centres where they were being taught embroidery and domestic science. The girls were between 12 and 17 years of age and had not experienced secondary education. The aim was to give new dimensions to the domestic secience course through a TV series in creole which would highlight simple scientific facts of nutrition, hiygiene, common diseases, physical fitness, human reproduction, and family planning. The series was supplemented wit weekly pamphlets in simple French. After five programmes, the Creole series was discontinued and the project continued in English. The decision was based on the stated policy and commitment to use English as the medium of instruction for education.

"A Rural Homestead Improvement" course was developed for adult village study groups and was tested in one rural area. The aim was to arouse interest and informed discussion about certain specific rural improvement skills and to make available simple but scientific information about the advantages and implementation of these skills in the villages of Mauritius. The medium was to be Creole. Radio forums programmes. Detailed booklets were written in English, French and Creole. The series was never started as a result of the language ruling made for the Human and Social Biology course.

"Ma vie demain" was an experiment the following year in population and family planning eductaion. The project was limited to four TV programmesi Creole and three booklets in French. The subject matter was divided into three sections: Economic and Social implications for population growth, the human reproductive system and methods of birth control. This

project never entered the intended second stage because here again the government intervened to forbid the use of Creole for educational broadcasting.

So the MCA's three initial experiments in non-formal education fell foul of the intense political sensitivity to the language issue which was then at its height in Mauritius. Mass informational broadcasting on such issues as family planning and development topics was allowed in Creole. Education, however, was to be conducted in English or French, The idea that educational materials could be written in Creole was anathema. The expatriate management of the MCA wholly misjudged the intensity of feelings on the issue, with serious results both for the MCA's reputation with senior politicians for many years and for its ability to conduct and establish respectability and priority for basic adult non-formal education. This in turn affected the IEC's ability to continue to raise funds from some of the charitable agencies which had initially supported the project but whose main interest was non-formal education.

1.2. The MCA in Transition 1979-1985

In 1978, then, the MCA reorinented its activities more and more towards non-formal education and started to collaborate with other Ministries and agencies in producing educational materials. At that time, the Ministry of Education had still not indicated clearly whether the MCA should abondon the school courses and concentrate on the out-of,school audience. In the absence of precise guidelines, MCA maintained its services to schools as wel. The MCA was in a struggle for survival and for the schools as well. The MCA was in a struggle for survival and for the survival of out of school rogrammes its energies went in many directions wherever oportunities to provide services opened up.

1.2.1. Teacher Training Programmes From time to the MCA has also engaged in small scale and specialised teacher training activities. The first of these was the introduction of modern mathematics to primary school teachers in 1973 (see above).

In 1980 at the request of OMEP (Organisation Mondiale de L'Education Prescolaire) the MCA ran a French Course for Pre-Primary School teachers because standards of these teachers varied.

In 1980 a series of workshops was held to train teachers from primary and pre-primary schools on the production and use of audio-visual materials and one was held for secondary school teachers on the use of audio-visual equipment. In 1983 a number of Magasy techers were trained in audio-visual techniques.

1.2.2.Non-formal Education Throughout the period the MCA continued to try to find the appropriate format in which to use its skills and resources for non-formal eductaion. Most of its attempts consisted of short one-off cooperative ventures with other organisations which wanted to publicise an informal educational message and turned to the MCA to help them to use the mass media for that purpose-radio, TV, poster campaigns, leaflets, or booklets. The following projects illustrate this 'service agency' activity.

"Less Doigts Verts", a series of TV programmes on gardening was first proposed in early 1978. It got off the ground in 1979. Five TV programmes were prepared in which each programme consisted of three or four different items. The National Federationof Young Farmers Clubs and the Department of Agriculture at the MIE worked together on this programme.

The most ambitious programme of non-formal education undertaken by the MCA in this period was, however, a project on the health of the mother

and child proposed to the joint Franco-Mauritian Commission in 1978 as an integrated programme of non-formal eductaion, on an experimental basis.

The aim of the project was to make people aware of the special needs of pregnant women, mothers with small children, as well as the yougn child.The project components were to be:

* A series of TV/Radio programmes
* Booklets, posters, slides, tapes as support materials
* Face-to-face sessions and discussion groups.

The total period for preparation, production, utilisation was to be 18 months.

In 1979 MCA defined the specific project theme as "La protection maternelle et infantile" and the "Project agreement" was signed in 1980. A working paper was presented to the Ministry of Healt at the end of 1980 which stated that the Ministry would have the responsibility for the programme content while the MCA would take care of the programme's format and production. The objectives of the programmes were to:

* Show the usefulness of a multi-media approach to non-formal education
* Educate and inform members of the public about mother and child health in orderto improve the healt and well-being of mothers and children. This should help towards reducing the infant mortarity, the gross reproduction and maternal mortality rates.
* Produce 12 TV and 12 radio programmes with educational support materials in the form of posters and pamphlets.

The first stage of the project was the elaboration of a survey questionnaire to obtain background information on the habists and practices of Mauritian mothers vis-a-vis pregnancy, childbrith, child-care as well as to seek information on listening habits.

On the basis of the results of tihs survey the project was designed and the materials for it produced. In the event that it lasted forthree months in 1982/83. It consisted of; 12 radio programmes, 12 TV programmes,12 posters, supporting booklets and leftelts, regular weekly group meeting in Social Welfare Centres at over the island lend by nurses trainde as animateur.

Many of the MCA senior staff acted as regional organisers and supervisors of the project. It appears to have been voted a success though no proper evaluation was conducted and no final report written. The group meetings were well attended. Mothers and housewives listened to the radio and viewed the TV programmes at home. They then came to the group meetings armed with questions and comments based on what they had seen or heard.

In the discussion which followed, the animateurs were able to help them solve problems and increase their understanding of the messaes being taught. But no concrete proposals were pressed forward for the continuation or follow-up of the project. And none took place. This probably uncertainty over MCA's future. Indirectly, however, it led to the Child Survival and development Project which is still in progress.

1.3. The MCA Since the Merger

Under the MCA Act 16 the MCA was proclaimed as a parastatal body under tha aegis of the Ministry of Education, Art and Culture.

On 1 December 1986 MCA merged with the audio-visual centre and moved into purpose-built accomodation at Reduit. Since then the organisation has been carrying out the following activities;

* Production of educational programmes for formal education at primary, secondary and tertiary levels for broadcast use
* Production of educational materials for non-formal and continuing education for broadcast and non-broadcast use
* Printing of support materials for such programmes
* Provision and advisory and consultancy services in the developmente of print and non-print material
* Development of a resource centre for national as well as orgnaisational requirements in professions of the media development communication, distance education, adult and non-formal education.

These can be divided into three categories:

1.3.1.Educational Services for Adults and Out-of-School Audiences

Apart form its Parent Ministry, the Mauritius College of the Air services other Ministries and non-Government organisations in its attempts to cater to those whose educational needs are not met by the formal educational system. The Mauritius College of the Air uses mass-media forsocial development and helps to organise national campaigns. In order to assist adult and continuing education, including adult literacy, programmes run by non-government agencies a large number of radio and TV programmes supported by posters and leaflets have been produced together with the Ministries of Health, Youth and Women's Rights. Such programmes include:

* Women of Today and Tomorrow --a video programme for the Ministry of Labour, Industrial Relations and Women's affairs.
* Ministry of Helath
  * Non-communicable Dieases (posters, TV spots, leaftles)
  * National Food Habits Campaign (posters, cards, TV spots)
  * Anti-AIDS Campaign (posters and flyers)
  * Anti-drugs Campaign (posters, video programme)
  * Anti-smoking campaign (Posters, Radio and TV spots)

* Ministry of Works Road Safety Campaign (Posters, Radio and TV spots)
* Ministry of Housing, Lands, Towns, Country Planning, Environmental Protection (Posters and TV spots)

A team of MCA coordinators who are subject specialists implement the basic policy of the MCA by working on such projects to translate them into print and audio-visual materials. A multi-media package is envisioned for each topic.

The education materials are put toether by the coordinators who collect them from various agencies such as Ministries and educational institutions. A subject specialist is normally identified as a script writer and the script is vetted by planning and vetting panels before production starts.

Government Calendar for 1988: The government of Mauritius Calendar for 1988 was designed by the MCA and contained health messages on such themes as prenatal care, breast feeding, immunisation, growth monitoring, nutrition, prepiremary education, oral rehydration and several others.

Immunization: To sensitise parents on the need to immunise young children, radio and television spots were prepared and broadcast daily during peak hours. Seven radio spots and two television spots were produced to disseminate information on the various ways of immunising children and on facilities available in health centres.

There has been one other recent MCA project of adult continuing education. This is produced for the Ministry of Education and is called "Let's Learn Another Language."

On 2 July 1987, the Ministry of Education, Arts and Culture, Honourable A parsuramen, officially launched the "Let's Learn Another Lan-

guage" project. This was in line with the govrenment policies to promote the learning of Oriental Languages, to enhance cross-cultural integration, to bring about deeper understanding of various cultures and to develop an appreciation of Oriental Languages spoken in Mauritius. For the first time, six series of ten lessons (each of 10 minutes duration) in the following languages: Hindi, Urdu, Tamili, Telegu, Marathi, Mandarin were broadcast one on each day of the week by MaBC.

The programmes were produced in collaboration with teachers of Primary and Secondary schools. They were accompainied by posters and brochures designed and printed at the MCA. Lessons were also made available in series of ten, on audio-cassettes at Rs50/-a series at the "Editions de L'Oce-an Indien" sale centres in Port Louis, Rose Hill and Curepipe. The feedback received from the public through the sale of cassettes and the questionnaires that were included ithin the packages was positive and encouraging.

In October 1987, the second series of sixty programmes went on the air. In 1988, Series C with songs spencifically composed to teach new vocabulary was produced and broadcast. The interest of the public prompted the fourt series in 1989.The sale of cassettes continued. The production of Series E in 1990 together with the accompaying booklets will mark the end of the project.

1.3.2.Schools Broadcasts Since the merger with the AVC the new MCA has becone responsible for schools broadcasting. For primary schools this mainly consists of radio programmes totalling 6 hours and 35 minutes per week, including reports, coverng English (Standart II upwards) Hindi (Standard IV upwards) environmental Studies (Standard IV upwards) as well as European and Oriental Music and Primary level there are also some TV programmes on Environmental Studies, English, and Exam Guidelines for CPE.

A programme of secondary school radio is also broadcast for 1 1/2 hours each weekday, in the evening, covering a wide variety of subject.s. These include Current Affairs, Music, Literature, English, French, Hindi, Urdu, Commerce and Economics and Population and Family Life. Secondary school television series, broadcast in school hours, relate to most of the main subjects in the secondary school curriculum.

For all schools broadcasting teachers guides and timetables are sent to schools in advance and feedback from the schools both on content and quality is encouraged and received.

1.3.3. The National Audio-Visual Project (NAVP) This project has been launched in January 1990 by the Minister of Education as a collaborative project. Its main objective is to supplement teaching in secondary school with media-based materials to upgrade the quality of education.

A sum of Rs 5 million has been invested in the project and to date the project prides itself on more than 700 educational video programmes. While most of the programmes were produced abroad by Coronet USA, a significant number have been produced locally by Mauritius College of the Air.

The educational video programmes currently available fall into the following broad categories:

- The arts
- Language Arts
- Health
- Science
- Social Studies

These programmes are already being broadcast by MaBC both in school hours and in the evening. Every secondary school throughout the country is

now equipped with a TV set and a Video Tape Recorder to enable the pupil to follow the programmes in the mornings and also to allow the institutions to record the programmes off air for use at a more appropriate time in the classroom.

Earlier this year briefing sessions were organised at the MCA to familiarise all the managers/principals of secondary institutions with the project. At the end of July 1990 the MCA started a series of workshops in various disciplines to train teachers to integrate media-based materials in the classroom. Every programme will be available on a loan basis to schools as from the beginning of April 1991. It is hoped that managers, teachers and students will take advantage of this enriching project.

During the first two years of the MCA'sa existence there were the following staff members from overseas-Director, Deputy Director, Evaluation Officer and a volunteer Administrative Assistant. By 1974 when the first Mauritian Director took over the MCA had been reorganised into two departments:

* The production and Administrative Department
* The Instruction and Evaluation Department.

Following the reorganisation, the MCA began to assume tow distinctive functions though closely related. These were; the production of printed and broadcast materials and the exploration of utilisation of such materials in learning situation.

The MCA Act of 1985 established the mew MCA clearly as a parastatal body under the ultimate control of the Ministry of Education. It is administered by a Board Comprising a Chairman; representatives from the parent Ministry, the Prime Minister's Office, Ministry of Economic Planning and Development, the Financial Secretary and the MABC together with the

day-to-day running is managed by the Director assisted by the Deputy Director. The Board is appointed for a period of two years and a separate advisory council advises the Board on matters.ee efalling within the preview of the College especiallyy on issues concerning the production of programmes. The advisory council consists of representatives of a wide range of educational and training institutions.

The MCA's facilities include; sound and video recording studios, 16 mm filming and editing equipment, graphics and offset printing, stil photography, documentation Unit, editing rooms (audio-visual), audio-visual library

It's staff all employed directly by the College itself s now nearly 120. Its internal organisation is shown on the following chart. .

2. IMPACT, SUSTAINABILITY AND THE FUTURE

It is extremely difficult to evaluate the impact of the Mauritius College of the Air or its sustainability. This is party because its objectives have never been very specifically defined. Very few of its programmes, of which there have been a large number in its 18 years, existence, have been sustained for more than a few years. Very little of what it is doing now, except for the traditional schools broadcasting (which it inherited rather than initiated) has been going on for any menghth of time, and almost none of it can be defined as distance education.

Yet, against many odds, it has survived. The IEC brought very limited external funds to launch the project. It was very quickly left to its own devices and in the hands of Mauritian staff, very few of whom have been given the chance of anything other than on-the-job-training thorugh the IEC. For most of its existence government has tolerated it rather than supported it. It has used

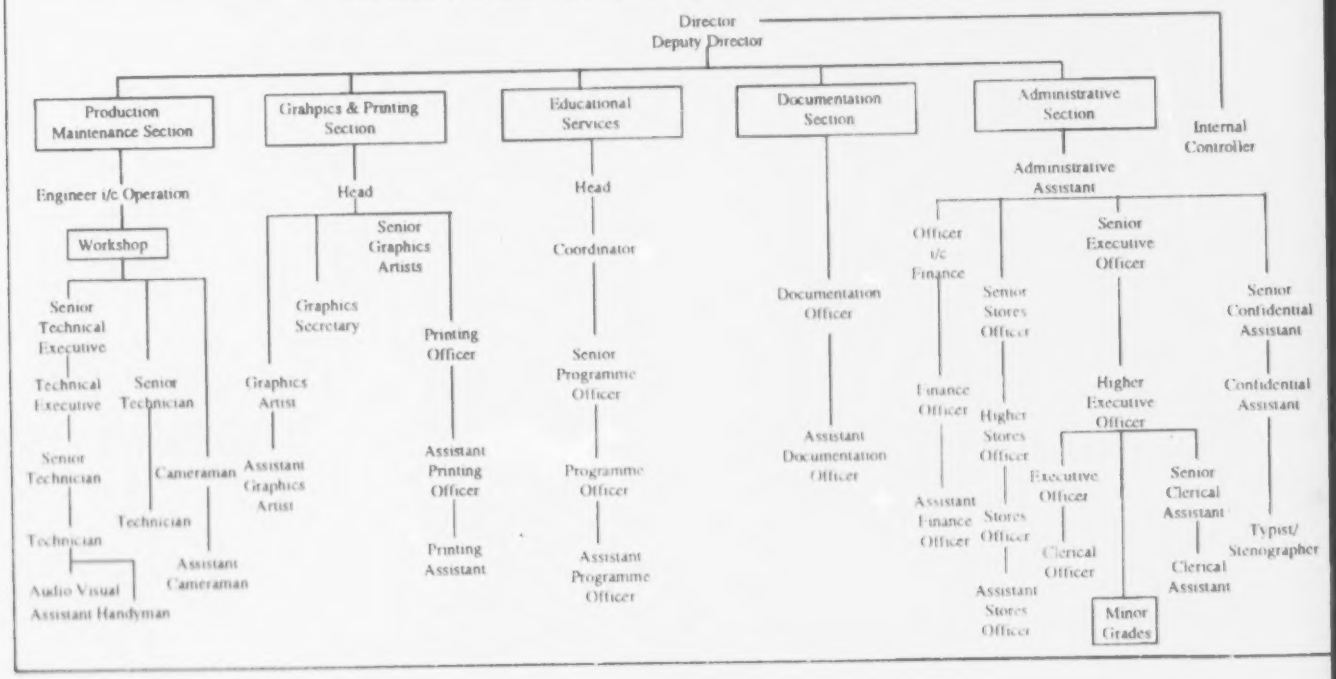
it to supply immediate and temporary services rather than to provide permanent and priority education to clearly identified target groups, again with the exception of schools broadcasting. It has been led, infact, to concentrate its efforts on adult and non-formal education to which the government has never attached much importance. Throughout its existence --and this is still is true-- it has clearly lacked an institutional niche: neither the government, not the general public have a clear idea what its major purpose-built building, considerable media production facilities and highly competent staff. Its potential to make very important constributions to meet Mauritius expanding demand for education through distance education methods is large-- in many ways larger than at any time in the past.

It has survived and grown probably as a result of two of its most outstanding characteristics --its pragmatic ability to innovate and to improvise, and the quality of its products. For its history is a history on innovation -- usually by improvisation-, even if a history of innovations which were of not sustained. It had to find new ways of using its talents and its facilities to try to convince both funding agencies and government authorities that it was useful. It usually succeeded with external funding agencies but was less successful in convincing government bodies that the experiments were worth turning into permanent projects. This may at least partly have been die to its inability to sustain an internal evaluation unit. It apperas it has had little difficulty in persuading its audiences than students) of the quality of its products. This was reflected quite early in the MCA's history by the popularity of its programmes and materials and more recently by the eagerness of agencies to have the MCA produce programmes and materials forthem. This reputation for quality is also established internationally especially in Francophone educational broadcasting networks --where it has-- prizes for its programmes and where it is often contracted to participate in international production activities.

But what lies ahead? It is clear that new discussions are taking place in Mauritius, about potential roles for distance education. Theinclusion of the MCA under the Tertiary Education Commission indicates that the future will mean increasing involvement with other tertiary institutions. What understanding there is in Mauritius about distance education-- and there isn't much-- is probably the result of the MCA's work. Some of the reports which have led those discussions have identified the MCA as the agecncy potentially most ble to organise -- probably in collaborationwith other educational bodies - any new distance education programmes. Among some of those other bodies there is an unjustified feat that in that way they will lose control of their own programmes.

The history of the MCA, chequered though that is, and its facilities and skills, even though these have not recently been usede for such purposes, certainly fit it for such roles. If, finally, the MCA is clearly allocated new disance education institution.

MAURITIUS COLLEGE OF THE AIR ORGANISATION CHART FOR MERGER



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PAKISTAN

ALLAMA IQBAL
OPEN UNIVERSITY

by

MUHAMMED RASHID - M.A ZAIDI
and ZAHIDA QAZI

VIII-PAKISTAN *(Muhammad RASHID, M.A. ZAIDI, Zahida QAZI)*

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1. GENERAL INFORMATION

Pakistan is a developing country. It emerged as an independent sovereign state on 14th August 1947, as a result of the partitioning of British India. Originally, Pakistan had two geographical units: East Pakistan and West Pakistan separated by 1600 kilometres of Indian territory. In December 1971, East Pakistan formed an independent country, "Bangladesh". Pakistan now comprises of former West Pakistan having four provinces names, Punjab, Sind, North West Frontier Province, and Baluchistan.

The country has an area of 310,403 square miles and spreads from Himalayas in the north to the Arabian Sea in the south. On its east and south-east lies India. On the north and north-west is Afghanistan and on the west is Iran. It has a common boarder with China along its Gilgit Ageney and baltistan area in the north. The U.S.S.R. is separated from Pakistan by a narrow strip of Afghan territory called Wakham. It has a variety of physical features including plains, mountains, deserts and pleteau. An area of 183,840 square miles in the north and west is mountainous terrain and table land.The remaining 126,563 square miles has a relatively flat surface.

Some of the salient features of the country are given below.

1.1. Climate

Climatically, Pakistan offers a great measure of diversity. It contains some of the hottest regions of the world in Jocababad and Sibi districts, while pars of Baluchistan and the northern mountain areas are characterised by extreme cold. In general, it possesses a dry, continental climate, where rainfall is scanty. The diversity of climates and physical structures makes it possible to cultivate a large variety of crops, so that Pakistan's agricultural economy is

diversified and balanced. Rainfall varies from 35 inches in the northern parts of Himalayan sub-montane region to 1.5 inches over the plains.

1.2. Population

The population of Pakistan during 1989-90 was estimated as 105.00 million of whom about 50% are below the age of twenty. The country has experienced high and accelerating population growth rates since independence. The estimated growth rate is 3%. The population of the respective provinces in Punjab 58%, Sind 22%, N.W.F.P. 17% and Baluchistan 3%. The population is thinly scattered over vast areas which have inadequate means of communictaion. There are also major differences in economic conditions and cultural traditions ranging from the largely cosmopolitan pattern in big cities to that of thenomadic way of life in deserted areas of the South and North and mountanious regions in the North and West of Pakistan.

1.3. Language

The people are of a varied racial and ethnic composition and speak about a dozen regional languages. The national language is Urdu and is understood and spoken all over the country. It is also the medium of instruction. Sindhi, Pashto and Baluchi are used as medium of instruction in the Provinces of Sind, N.W.F.P. and Baluchistan respectively.

1.4. Cultural Background

Islam is overwhelmingly the main cultural force as Muslims make up 95% of the population. Pakistan is not only proud of her Islamic heritage, but

is also the cradle of an ancient advanced civilisation reaching back some 5,000 years when the Indus valley civilisation was in existence. Later about 500 BC, the city of Taxila in the north, 17 miles from Islamabad, became a famous centre of Buddhist learning and culture for some thousand years. The north-western area of Pakistan was also the home of Ghandhara sculpture.

1.5. The Economy of Pakistan

Pakistan is predominantly an agricultural country where 70% of the population live in rural areas and are totally dependent on agro-based occupations. The country is now self-sufficient in consumer goods. Generally the biggest investment is in the oil and gas industry. There are also well established, and large-scale heavy industries which include ship building, steel-production, mining chemical fertilizers, machine tools and vegetable cooking oils.

The previous six five-year plans had only provided 2.1% of GNP to education which was much lowerthan Nepal, Sri Lanka, India, Singapore, Thailand, Republic of Korea and Malaysia. Considering education as the priority area, the present seventh five-year plan provided 7.6% of GNP to education.

2. THE SYSTEM OF EDUCATION IN PAKISTAN

Pakistan has a multi-stage structure. The first stage is the primary, comprising of classes I-V, and up to the age groups 5 to 9. The primary stage is followed by the middle stage composed of classes VI, VII and VIII. However, in brief the organised structure is given on page 198.

The federal government got the power to be the overall policy making, coordinating and advisory authority, the provincial governments being sollely responsible for such other matters concerning implementation of education policy and organisation, administration and management of the public school system. The Federal government is also responsible for the provision of finance to meet the development expenditure in the provinces while the provincial governments are responsible for the recurrent expenditure.

The curriculum is the responsibility of the Bureau of Curriculum and Textbooks at the Federal level, and the Frovincial Bureau and Boards at the provincial. The major emphasis is on the three R's and social elements.

2.1. Significant Educational Development in Pakistan

Immediately after its creation, the official approach was to give top priority to the education sector.

The elemantary education, and, in fact, the entire school education was greatly influenced by the Basic Education; a philosophy propoounded by the founder of State Quaid-e-Azam Muhammad Ali Jinnah, but no priority could be given to the primary education. However, the emphasis was shifted towards the provision of secondary and technical education. The socio-ecnomic pattern of the country has also been responsible for the disparity and inequality in the provision of facility for primary education. The position up to 1978 was that the rural areas were deprived of facilities while the bulk of development and the provision of additional facilities were allocated to urban areas. The low enrolment is further aggravated by high drop-out. Up until 1978, about 50% of those enroled in class I, dropped out by class V. The drop-out rate amongst females is as high as 70% in rural areas. The eductaion of females is a deprived area, where due to social taboos, he educational facilities are neither

asked for nor fully used. The sex differential in Pakistan, where the enrolment for boys is about three times than for girls, is very high.

Keeping all these in view, thre was a need to seek some alternative approach to educati the masses. Fortunately, the country has reached a stage where it can no longer postpone the question of employment of educated women in the modern sector of national economy. The number of women completing schooling, both of a general and technical/professional nature, is fast increasing.

Now the Government of Pakistan has given priority to education at all levels. The following aims and objectives have been considered essential for the country.

* Ideological basis of education.
* National unity.
* Development of individual.
* Gorwth of the society.
* Economic progress.
* Social demand for education: expansion and equalisation of educational opportunity for all.
* Social equality.
* Quality of education.

2.2. Organisational Structure

The organisational structure of education in Pakistan represents a descending hierarchy of management functions from the Federal Ministry of Education to the bottom level of educational administrative unit in a sub-division of a district. The Federal Ministry of Education functions within the

framework of the administration structure of the Government. The Secretary of Education who is responsible to the Federal Minister for Education is administrative head of the Secrtariat of Education. The functions of the secretariat of education include; development of national policies, plans and programmes in education, international loans, credits, grants and welfare of Pakistani students abroad, foreign studies and training, international assistance, international exchange of students and teachers.

Likewise, the Provincial Minister of Education is the chief executive of the provincial education department. In the performance of the functions of his office a secretary of education is assisted by a number of deputy secretaries and other officers up to District Education Officers for schools in respect of boys and girls. They all are responsible for education and training in respect of their respective province. The Federal and Provincial structures of education are given on pages 199 and 200.

3. ALLAMA IQBAL OPEN UNIVERSITY

As you are aware that the open type of university is an institution of continuing education designed for ease of access and extending facilities of formal education to a wider group of people who have missed the initial opportunity, or to whom no such opportunity was offered. In other words, the university opens its doors to anyone who has the, capacity to follow its courses under certain procedures.

In Pakistan, the idea of establishing an Open University was first conceived during the discussion which led to the formulation of the Education Policy in 1972. The Education Policy (1972, p.22) stated that:

"Open Universities are being used in several countries to provide education and training to people who cannot leave their homes and jobs for full-time studies. A People's Open University will, therefore, be established to provide part-time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television, radio broadcasts, and other mass communication media."

However, the university was established at Islamabad in June 1974 after passing of the People's Open University Act by the National Assembly of Pakistan. In 1977, its name was changed to the Allama Iqbal Open University by the President of Pakistan on the name of our national poet AIOU. The university is modelled on the lines of the UK Open University.

3.1. Objectives

The main objectives of the University are:

* To provide facilities for raising the educational standards of the masses, who cannot leave their homes and jobs.
* To provide facilities for the training of teachers and for instruction in such branches of learning, technology or the vocations as it may deem fit
* To make provision for research and for the advancement and the appropriate dissemination of knowledge in such a manner as it may determine
* To hold examinations and to award and confer degrees, diplomas, certificates and other academic distinctions to students who have been admitted and have passed its examinations under the prescribed conditions

* To extend the time, space, curriculum and resources available in traditional institutions because shortage in the latter makes learning and training difficult on a wider scale.

3.2. Structure of Allama Iqbal Open University

The structure of an Open University differs from that of the conventional universities. The system has a incorporate efficient communictaions machinery to serve the student community spread all over the country. To coordinate such activities, and to organise the structure of such an institution, it has been necessary to estabIlish various controlling bodies. Such bodies of Allama Iqbal Open Uniersity are:

* The Executive Council
* The Academic Council
* The Selection Board
* The Finance Committee
* The Committee of Courses
* The Faculty Board
* The Academic Planning and Development Committee
* The Committee for Research and Educational Technology

The functions of all the statutory bodies/committees are given on pages 201-203.

3.3. Administrative Structure

The administrative structure of Allama Iqbal Open University consists of Academic Departments and Institutes, the Library, Regional Services, Institute of Educational Technology, the Examinations and Servicing and Departments, and the offices of Registrar, Treasurer and Project Director. The academic

departments were established for individual subjects or groups of subjects. Each department is headed by a chairman, who plans, organises and supervises the work of the department and is responsible for its work. The main functions of a department is the writing of course units for correspondence courses.

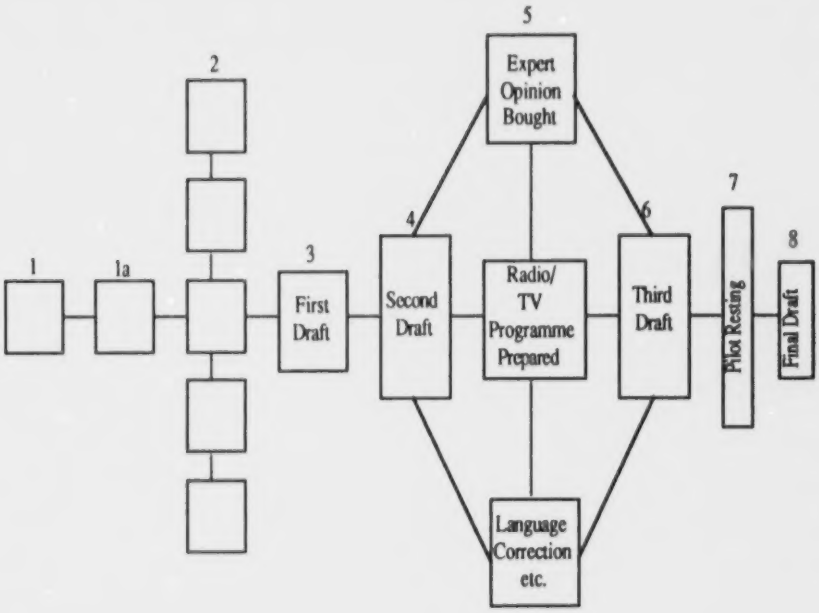
At present, there are three faculties i.e. basic and Applied Sciences, Social Sciences and Humanities, and Education. There are twenty-two academic departments, bureau for University Extension and Special Programmes and other administrative set up as indicated on page 204.

3.4. Course Design Process

The Allama Iqbal Open University develops courses using an integrated approach. The textual components of the courses are written by acdemic members of the course team.The criteria for the selection of course writers are flexible enough. The best teachers are also selected from any part of any institution of the counry. The departmental staff usually participates in the production of the course. Figure 1 shows various stages of the course design process at Allama Iqbal Open University.

Figure:1

Course Design Process at AIOU



1=Setting up the objectives,

1a=Approval from the Faculty Boad,

2=Assigning Units to course writers,

3=Identification and selection of relvant materials (first draft),

4=Presenting the contents in sequential order (second draft),

5=Expert opinon sought, preparation of Radio/TV programme,

6=Third draft,

7=Testing during the pilot phase, 8=Final draft and printing

3.5. Teaching Learning Process

The Allama Iqbal Open University by its very nature and its educational delivery system, is both an academic institution and a production organisation. It procudes educational products of specified quality withing a given period of time. It is also an academic institutions, it assumes a strong academic posture with respect to standards and adopts some of the accepted academic traditions as appropriate. It has a three-tiered system consisting of central headquarters, regional offices and study centres.

3.6. Courses at Allama Iqbal Open University

The University offers courses in four broad areas: (i) Teacher Education (ii)Functional Education (iii) General Education, and (iv) Research and Development. Some of the courses are non-credit courses, others ranging from Women Matric level to M.Phil level. The University is also planning to offer PhD programme in the field of Education, Islamiat, Iqbaliat and urdu. At present, there are 205 courses of different levels beging offered by the Allama Iqbal Open University in order to cater to the needs of thousands of students of the country. Not only the students of Allama Iqbal Open University using the learning packages which include print materials, audio-video lessons with detailed study guides, but many other students of formal system are benefitting form these also. However, the course programme outline is given on page 206.

3.7. Medium of Instruction

English and Urdu. Only a few courses are in Sindhi and Pashto for the provinces of Sind and North West Frontier Province.

3.8. Admission System

The Allama Iqbal Open Uniersity (AIOU) has a Semester System. There are two semesters in a year starting from April to September and October to March. All the courses are advertised in the national newspapers well in advance so that the students may get admission in their choice of study. The students are also informed through the advertisement to get help from the regional directors in case of any difficulty in selecting courses, getting admission forms and other information. The admission forms by the admission office, the computer centre prepares enrolment lists and mailing address labels. Fee receipts are finally checked by the Registrar (Academic) and admission is finalised.

3.9. Study System

After enroling the students, the study materials along with assignments, students guide, schedule for Radio/TV programmes and the tutorials are mailed to them. (See App.8).

3.10. Assessment

There are four assignments in each full credit course. A student can take two full credits in one semester. It is compulsory to complete all the assignments on specified dates failing which the student has to repeat the course. The marks distribution to complete the course in under:

- Continuous assessment= 40%
- Final examination=60%

3.11. Feedback

There exists a system of feedback from the students in the light of which the course books continue to be improved. In this regard the research activities carried out by the University's Research and Evaluation Centre. The centre conducts research studies not only at the request of various cademic departments but sometimes at its own initiative. Results of such studies, concerning the effectiveness of courses in terms of their educational impact on students, are normally communicated to the course teams for revision.

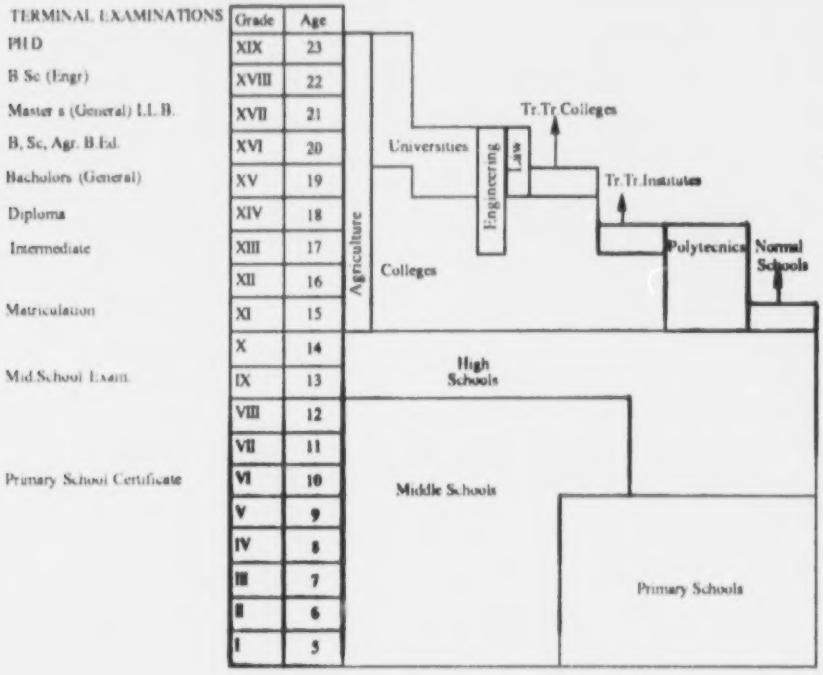
Moreover, the comments received direct from the students and the general public also help in the improvement of the courses.

3.12. Problems

The University sometimes faces problems such as:

* Delays in the mailing of materials to the student.
* Complaints about the pour quality of correspondence teqts.
* Non-availability of qualified and trained tutors.
* Non-acceptance of degrees and certificates by some other institutions.
* Financilal constraints.

4. APPENDIXES 1-9 AND BIBLIOGRAPHY



Source: Zaki, W.M. (1968), **Educational Development in Pakistan,** Islamabad, The West Pak Publishing Co.

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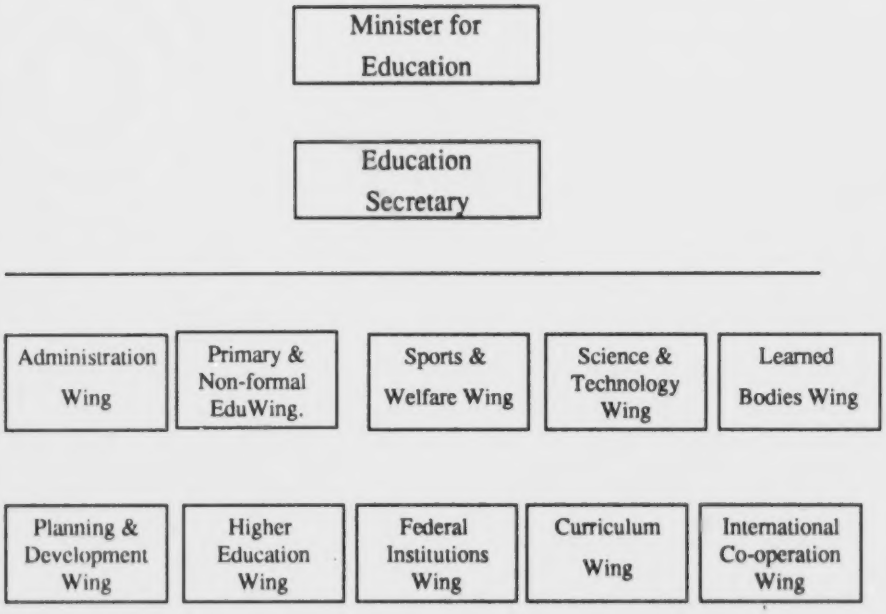
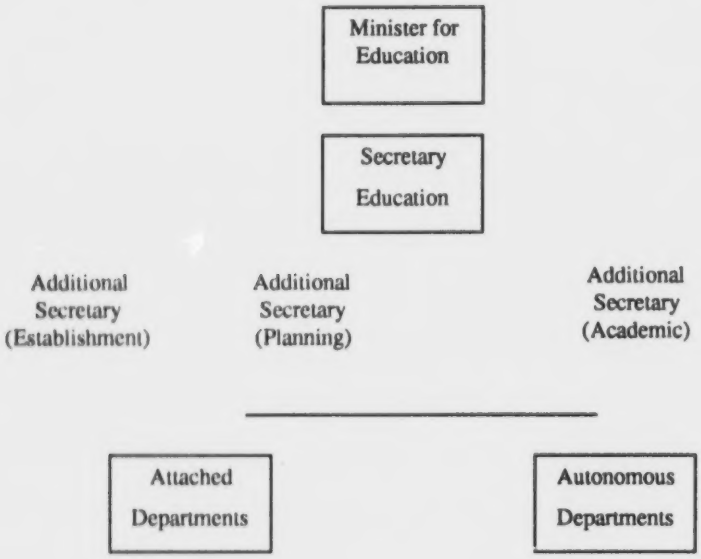
Ministry of Education Government of Pakistan



Provincial Department of Education


Minister for Education
Secretary Education
Additional Secretary (Establishment)
Additional Secretary (Planning)
Additional Secretary (Academic)
Attached Departments
Autonomous Departments
- Director Public Instruction (Colleges)
- Director Public Instruction (Schools)
- Director Technical Education
- Director, Sports & Physical Education
- Director General Libraries
- Director, Curriculum Research Centre
- Director Extention Center
- Director Bureau of Education
- Universities
- Boards of Intermadeiate and Secondary Education
- Board of Technical Education
- Punjab textbook Board
- Cadet College
- Ghora Gali College
- Institute of Education and Research

Functions of Statutory Bodies

1. The Executive Council

The Executive Council is the governing body of the University. It is responsible for the overall management and exercises generally supervision over the affairs and property of the Uniersity. Its membership includes representatives of Parliament, the Supreme court of Pakistan, the Council of Islamic Ideology, the teachers of the University, men of eminence in arts, Sciences and professions, and the chief of media organisations.

2.The Academic Council

The Academic Council is the highest academic body of the University. It controls the University teaching and research, regulates its examinations, and is responsible for the institution of degrees and courses of studies. It ensures that a proper standard of instruction is maintained and promotes the academic life of the University.

3.The Selection Board

The members of the Selection Board deals with applications received in response to advertisements for employment. It makes recommendations to the Executive Council in respect of the names of suitable candidates for appointment to various posts in the University.

4.The Finance Committee

The Finance Committee deals with the budget and accounts estimates. It advises the Executive Council on all matters relating to physical planning,

development, finance investmens and accounts of the University and all major proposals having financial implications and expenditure.

5.The Committee of Courses

This Committee is headed by the Chairman/Chairperson or Director of the Academic Departments and theinstitutes respectively. These Committees propose curricular and syllabi for all degree, diploma and certificate coursess and produce correspondence packages, television and broadcast and non-broadcast scripts by establishing different course teams in each assigned area of study.

6.The Faculty Board

This Board is headed by the concerned Dean of a Faculty. These Boards co-ordinate the teaching and development of courses in various media of communitcaions and research for subjects assigned to the academic departments and institutes that exist in each Faculty. Each of the faculty Boards consists of all the academic staff of the Departments and Institutes that lie withing a Faculty as well as the eminent specialists drawn from other institutions.

7.The Committee of Research and Educational Technology

This Committee advises the Academic Council on all matters related to the promotion of various types of courses and considers proposals in respect of broadcast and non-broadcast materials. It meets under the Chairmanship of the Vice-Chancellor along with other officers of the University consisting of

reseacrh and media experts drawn from other universities, Pakistan Broadcasting Corporation and P.T.V.

8.The Committee of Academic Planning and Development

The Committee is primarily assigned the function of periodically reviewing various courses of study in order to improve them. It is composed of the Deans, chairmans of the academic departments, subject specialists, the Registrar, Treasurer and of course chaired by the Vice-Chancellor. The Committee advises the Academic Council and the Executive Council on all matters related to academic plannign and devleopmnt of the academic programmes of all faculties of the University.

Appendix 8

BUREAU FOR UNIVERSITY EXTENSION

AND SPECIAL PROGRAMMES

1.INTRODUCTION

In 1986 Allama Iqbal Open University established a Bureau for University Extension and Special Programmes (BUESP) having significant programmes and projects to take education to every doorstep. BUESP gives importance to 80% rural population which has very low literacy rate 17.3% and has ben deprived of any educational programme in the past. BUESP is headed by a Director under the direct control of the Vice Chancellor. The following is the structure of BUESP:

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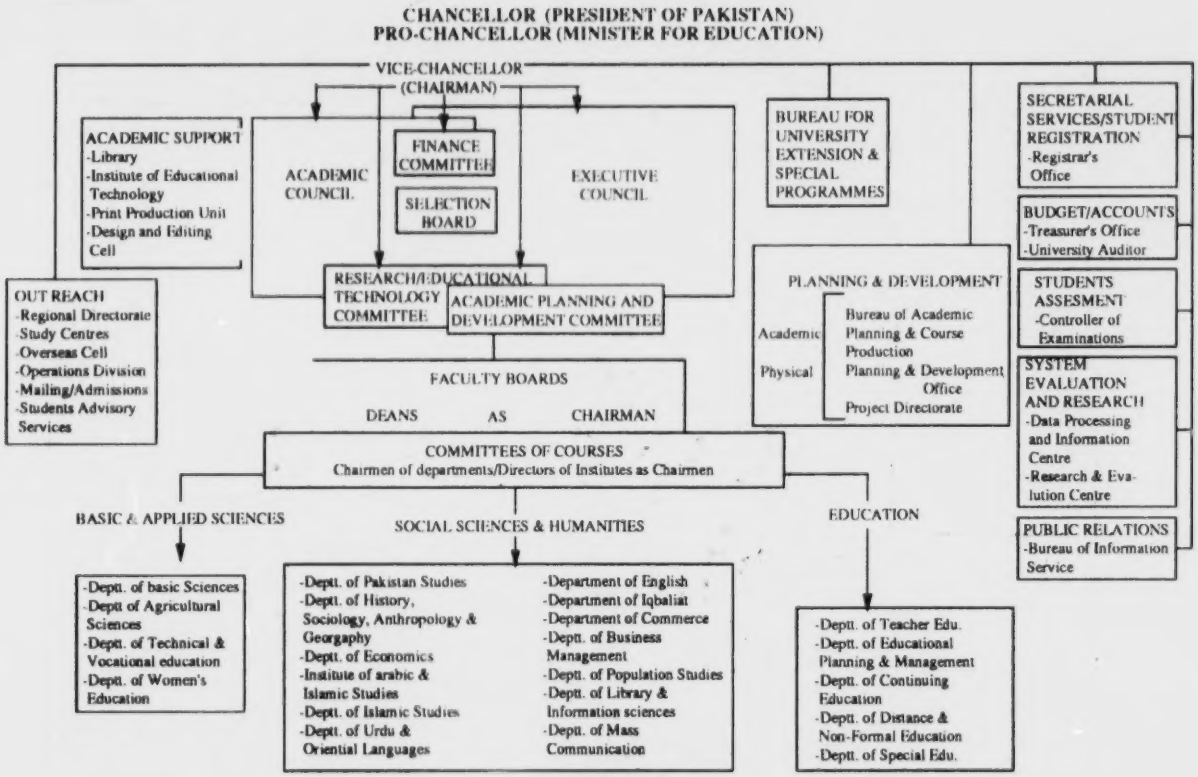

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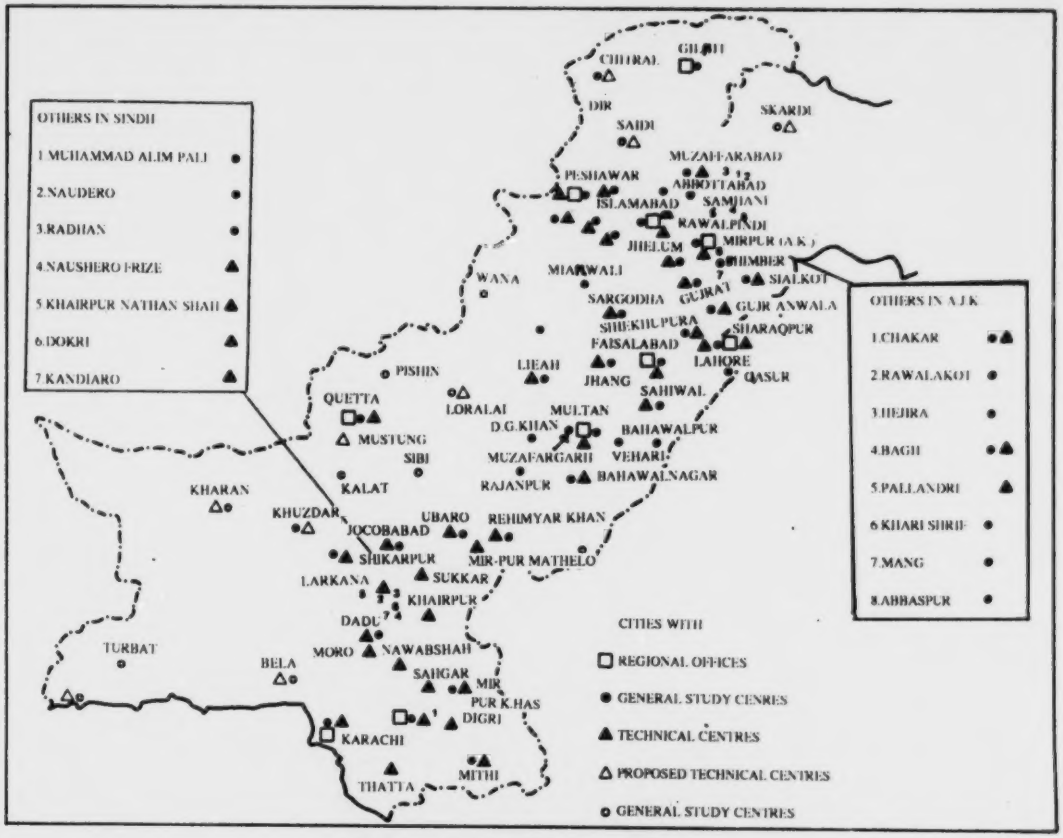

Appendix 6

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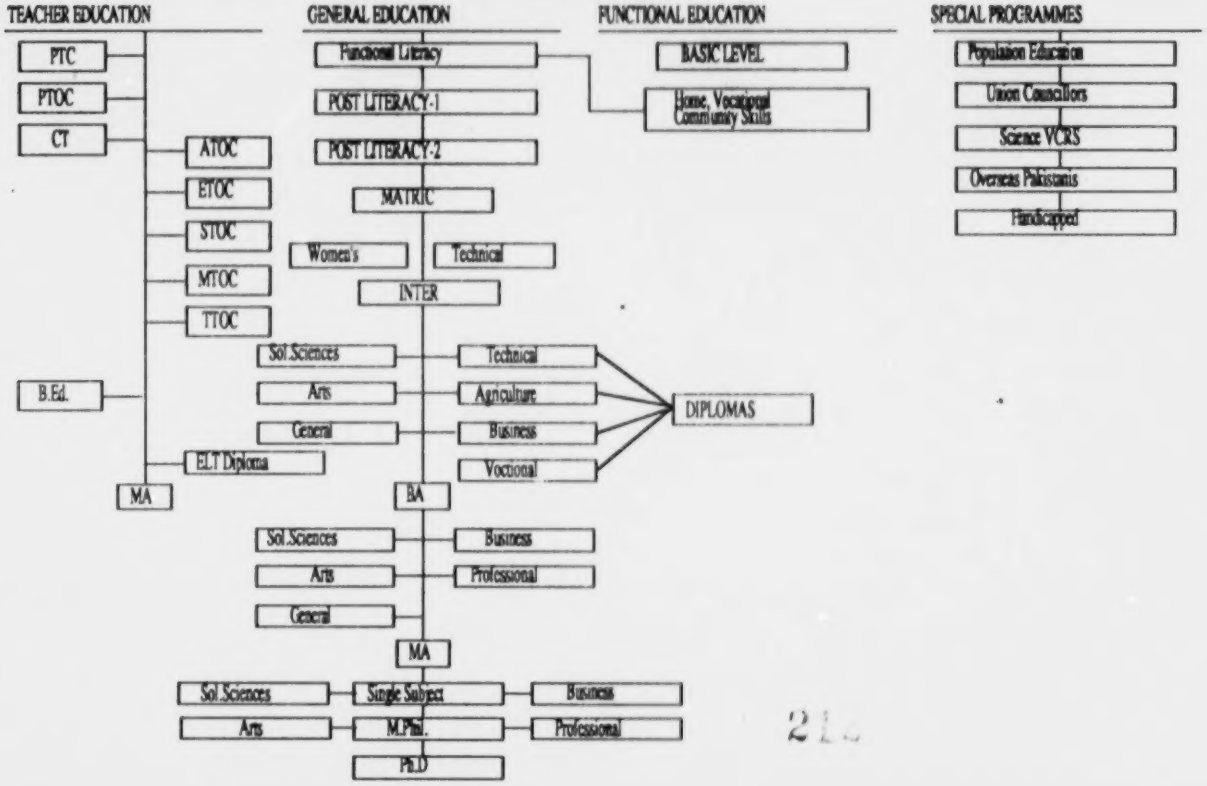
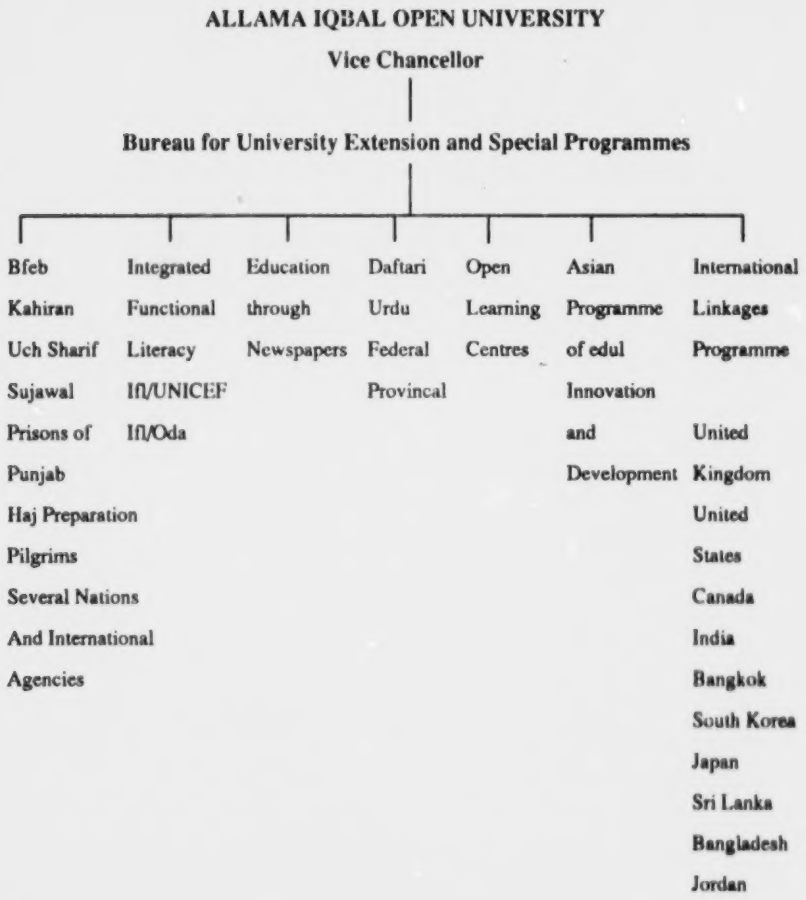
ALAMA IQBAL OPEN UNIVERSITY COURSE PROGRAMME OUTLINE





2. Basic Functional Education Programme (BFEP)

The main aim of this programme is to bring about rural development through basic education and to improve the day to day life of rural communities.

3. Integrated Functional Literacy Programme (IFLP)

The programme is primarily for women and aims to make them literate and numerate.

4. Dastri Urdu for Federal/Provincial Officers

The BUESP offers this course for those officers who need to smooth transition of English language to urdu in their day to day official work.

5. Education through Newspapers

Allama Iqbal Open University gives basic knowledge in different fields to the public through newspapers.

6. Associated School Project

The main aim of the project is to promote the idea of peace and understanding among nations of the world. For this BUESP collaborates with the Pakistan National Commission for UNESCO.

7. Asian and the Pacific Prog. of Educational Innovation and Development

Collaborating agency for this programme is planning wing of the Ministry of Education.

8. Linkage Programme

Allama Iqbal Open University has a linkage programme with other universities and dissemination of the University's publicity materials is a BUESP responsibility

9. Community Viewing/Reading/Information Centres

IN-SERVICE PRIMARY TEACHER TRAINING

THROUGH DISTANCE EDUCATION IN PAKISTAN

1.Introduction

In the last three decades, there has been increasing interest paid to the provision of inservice training for the teaching profession. This interest is perhaps more evident in the developed countries, such as the United Kingdom and the United States of America, where according to Harris (1969, p.84) educational authorities are becoming increasingly aware of:

* The inedequacy of the pre-servic education of teachers;
* The short time span of professional and academic practices knowledge in a rapidly changing social and educational climate;
* The need for coordination and articulation of instructional practices; and
* The need for teachers to maintain contact through closer interction.

In Pakistan with the introduction of a modernised primary school curriculum in 1974, some 150,000 working primary school teachers needed to be familiarised with the new content and methods introduced into the curriculum and all needed in-service training, the formal system bing

inedequate to meet the demand for retaining on such a scale. In view of the limited institutional facilities for such in-service training, the Allama Iqbal Open University was entrusted to offer a course for the re-training of these teachers in colaboration with the Ministry of Education and Provincial Education Authorities.

1.1.Definition of In-Service Training

There is considerable confusion with regard to the definition of in-service training. It seems that with the eveR-increasing demands made on education through social and economic changes, also by changes witin education itself, the view currently held of inservice training has developed considerably from the traditional narrow concept of planned activities for the instructional improvement of professional staff members. Dodds (1970, p.101) offers a useful definition for in-service training in the context of the developing countries, when he suggested:

It can be as a form of initial training, either as an alternative to the conventional pre-service course or as a method of providing initial training for the untrained; it is seen as a means of up-grading the status of qualified, serving teachers; and thirdly it is seen as a means of refreshing and updating the mass of serving teachers without necessarily improving their professional or financial status.

2. Objectives of the In-Service Course at Allama Iqbal Open University

There were three main objectives ofthe in-service training course. Firstly, to familiarise primary teachers with the new elements of the revised primary school curriculum. Secondly, to increase their knowledge in the

appropriate subject areas and help them develop their teaching skills. Thirdly, to provide them with an opportunity in terms of improving their qualifications by counting the primary teacher orientation course (PTOC) as one course credit for the intermediate diploma.

3. Primary Teacher Orientation Course at the University

The Primary Teacher OrientationCourse is a six month programme. It was initated in 1976,77 and was conducted in cycles through the non-formal methods of using correspondence courses, face-to-fce tutorials, workshops, laboratories, radio broadcasts and the use of other mass communication media. The University had developed this programme of distance teaching in the specific areas relevant to the primary level and in keeping with the latest syllabuses. The content of the course include Urdu, Health and Physical Education, Arts and Crafts, Adult Education, Evaluation, Mathematics, Science, Islamiate, Social Science and Population Education.

The course was divided into ten content areas. Each area is dealt with through a number of units. A unit is one week's study including self-assessment questions radio broadcasts and written assignments. All the written material in each subject area consist of unit lessons, each bing a self-explanatory exposition in which the theme has been developed in simple and informal language. Lessons have been set in a formt that makes them distinctive from the textbook commonly used in formal education. There are 18 radio programmes of 15 minutes duration spread throughout the course which elucidate and expand key concepts and other elements of the written material.Each one of the 18 radio programmes is repeated once in the same week.

4. Assessment

Course assessment takes the form of 4 written assignments during the course. These are marked and commented upon by the students' tutor and the three best grades count for the final assessment. The examination is held at the end of the course at examination centres according to the location and distribution of students. The overall grades for continuous assessment and for the examination are combined to produce a final course result for each student. The course assessment consists of: Continuous assessment= 40%, End of course examination = 60%

5. Face-to-Fact Contact

Tutor-student contact is provided throughout the course. Normally 20-25 students are allotted to a tutor. The tuition is of two kinds. Firstly through the comments and suggestions made by the tutor on student assignments. Secondly, by means of a programme of tutorials at which student groups can meet their tutor and receive help with any study difficulties.

6. Registration

Registration of primary teachers for this course is done through nomination by District Education Officers. They inform students corcerning registration for a particular cycle. There are two cycles in a year. The course material is despatched to the student's school before the course starts. By the end of 1985 about 150,000 teachers got the orientation (in-service training).

7. Cost

The capital costs of the course were estimated in 1977 as Rupees 25,327,000/=The details can be seen in Appendix 1.

The capital cost was for 150,000/- Primary School teachers. The average unit cost, therefore is worked out as Rupees 168. [Equivalent to £4/- at the current rate= RS 40 per pound]. Whereas Rs120/- is the estimated cost for providing in-service training to techers for a full-time course of about 6 weeks using conventional teaching methods (Allama Iqbal Open University PC1 1977, p6). Moreover in compliance with the decision of the fourth Education Minister's meeting, the course is being provided free of all costs including tuition fee, cost of books and examination fee.

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Appendix 9

Estimated Expenditure (in Rs.000 Thousand) for PTOC

I. Printing of Books	
PTOC has 10 correspondence textbooks.	
-Number of teachers	150,000
-Copies for tutors and replacement	7,000
-Estimated cost per book	Rs.5
1.Printing cost of 1,575,000 book	7,875
II Mailing	
2.Cost of mailing correspondence textbooks S Rs1 per book	1,575
3.Cost of envelopes, sationery etc. S Rs. 5/-per student	787

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III	**Development and Updating of Course**	
4.	Honoraria and TA etc. to external course writer and reviewers	30
5.	8 man year academic staff-time (pay and allowances)	283
6.	-5 man years (pay and allowances)	49
IV	**Evaluation**	
7.	Remuneration Examiners S Rs.20/- per student examination for supervision, paper marking and certificate insurance etc.	3,000
V	**Tutition**	
8.	Payment to Study Centre Tutors S Rs. 250/- per month per 25 students for a period of 6 months	9,000
9.	Training of Study Centre Tutors S Rs 75 per Tutor per semester	450
VI	**Production and Broadcasting**	
10.	Recording cost per student for 24 pilot lessons and 24 final lessons S Rs 500/- per lesson	24
11.	Cost of air-time S Rs. 1,17,487 per PBC Quarter for 12 Quarters (6 semesters)	1,410
VII	**Administration of the Course**	
12.	Materials distributed-21 man years (pay/allowances)	101
13.	Registration, record keeping, tutorial arrangement, evaluation 112 1/2 an years (pay/allowances)	743
	Grand Total =	25,327

Note: S= stands for at the rate of

SRI LANKA

OPEN UNIVERSITY
OF SRI LANKA

by

VINITHA WICKRAMARANTE and
KULE KULARATNE

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IX- SRI LANKA *(Vinita WICKRAMARANTE, Kule KULARANTE)*

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1. INTRODUCTION

The Open University of Sri Lanka is constituted under the Universities Act, No.16 of 1978. It was instituted at part with other universities and errolled its first batch of students in 1980. The OUSL comenced its operations by incorporating into its system the External Services Agency (ESA) and the Sri Lankan Institute of Distance Education (SLIDE).

The OUSL has its head quarters in Colombo. (Nawala) Like the other Universities in Sri Lanka, the OUSL comes under the University Grants Commission (UGC) as regards funds and other material resources. Established by the Sri Lankan Government and functioning under the University Grants Commission the Open University is a national University in Sri Lanka.

2.HISTORICAL BACKGROUND

The SLIDE which was incorporated into the OUSL was established mainly to provide continuing education and training programmes for those who seek vocational or technical training. Therefore courses in Science, Mathematics, Management Studies, Electronics and Telecommunication Technology etc. geered towards Certificate and Diploma qualifications were conducted by the SLIDE aided by the United Nations Development Project.

The following programmes were conducted by the ESA of the University of Colombo up to 1980.

- Certificate in Pre-school Education
- Post Graduate Diploma in Education
- Professional English

When the OUSL commenced its operations in 1980, incorporating into its system the SLIDE and the ESA the programmes of teh two respective institutions continued to be conducted by the OUSL.

From 1980 to 1989 the OUSL grew up with funding from the UNDP. However at present it is running on its own earnings obtained essentially from student fees but the OUSL continues to receive a limited grant from the UGC. Funding from the UGC is for capital works as well as for recurrent expenditure as staff salaries and maintenance. Student fees are mostly utilized for the development and maintenance of programmes of study and student welfare activities.

3.ORGANISATION OF THE INSTITUTION

3.1. The authorities of the OUSL

The Ordinance, No.3 of 1980 under Universities Act, No.16 of 1978 as amended by act, No.7 of 1980; a new amended Ordinance came into force from 02.04.1987. According to the Ordinance of 1987 the authorities of the University are;

* Council
* Senate
* Faculty Boards

The Council of the University is the executive and academic body and the governing authority of the University. The University has a Chancellor as its head and a Vice-Chancellor who is its principal excutive officer and the academic head.

The Senate of the University is the Academic authority of the University and is chaired by the Vice-Chancellor. The University has the following three faculties.

- Faculty of Humanities and Social Sciences
- Faculty of Natural Sciences
- Faculty of Engineering Technology

3.2. The Staff

Overall administrative work of the OUSL is organised under the supervision and leadership of the Registrar and his subordinate staff. The academic and the administrative head of each faculty is the Dean.The Academic staff performs such fnctions as;

- direct teaching
- counselling
- writing and editing of lesson material
- planning and preparation of A.V. material
- conducting and supervising practical work
- assessing assignments
- evaluating student performance.

3.3. The Objectives of the OUSL

The objectives of the OUSL are as follows;

- To make higher education available to everyone.
- To provide mid-career training.
- To provide mid-career training.
- To provide an opportunity to study while remaining in employment.

* To make life-long education possible.
* To provide education to geographically isolated areas.
* To promote social mobility and self improvement.
* To offer an opportunity to the physically disabled.
* To encourage and provide facilities for research.

4. ADMISSION SYSTEM

The Open university is intended for adult students. Any person aged eighteen years or older may apply for entry to any course. Enrolment is **"Open"** and any person may register for a programme. No specific entry qualifications are required but passes in six subjects at the GCE Ordinary Level Examination would generally be advantageous. For some programmes prerequisites are requested.

Exemptions are given for approved qualifications. Employed persons who wish to pursue a programme of study leading to a professional qualification, and also remain in the work force, are encouraged to apply. Announcements of diffemt programmes of study are made through the press and other news media.

5. PROGRAMMES OF STUDY

The programmes of study offered by the Open University of Sri Lanka at present are as follows:

* Foundation
* Certificate
* Diploma

* Bachelor's Degree
* Postgraduate Degree
* Continuing Education

It also offers associate student programmes and public education programmes which do not carry a formal qualification.

These are conducted by the three Faculties - the Faculty of Humanities and Social Sciences, the Faculty of Natural Sciences, and the Faculty of Engineering Technology. The Natural Science Faculty conducts the following programmes:

* Foundation
* Certificate Course
* Bachelor's Degree
* Continuing Education

5.1. B.Sc. Degree Programme In Science

The register for a B.Sc. degree in Science a student must obtain 4 credits at the foundation level or be exempted from this requirement by virture of other qualification.

The maximum number of credits a student is permitted to register for in an academic year is - students registering for 2 credits of study are required to devote a minimum of 60 hours study per week for 30 weeks. Those students who are unable to devote this amount of time can register for a lesser number of credits.

A student may not register for a course at a particular level unless a specified number of credits has been obtained at the preceding level or s/he is exempted from the requirement of obtaining the credits by virtue of other

qualifications. The maximum number of credits a student can claim exemption from in the B.Sc. programme is three. The maximum credit eqemption allowed at each of the B.Sc. levels is (second year) and level 5 (third year) is one.

5.2. Programmes Of Study Of The Faculty Of Humanities And SOCIAL Sciences (HSS)

The faculty of HSS is comprised of the following divisions:-

- Education
- Legal Studies
- Languages
- Management and
- Social Studies

The Divisions and the respective programmes of study within each division are given below.

The following section will give details of porgrammes of study in the Education division.

5.2.1. Certificate in pre-school education This is a one year programme of study leading to the award of a certificate in Pre-School Education. This programme is intended mainly for teachers who are engaged in teaching in Pre-Schools without the necessary qualifications and/or training; and for those who intend to conduct their own Pre-schools; and also for those who seek employment as Pre-school teachers and creche workers. No special qualifications are required for admission to the programme. However

preference is given to those who have previous experience in working with young children. Applicants should be over 18 years of age.

This programme is conducted in Sinhala and English. It consists of theoretical and practical course units all of which must be taken by a student. Correspondence lesson units in eleen subject areas supplemented with day schools and workshops and guided observation of pre-schools constitute the main modes of imparting instruction. Printed lesons are distributed to students through the Regional/Study centres at intervals of 2-3 months.

There is approximately 78 hours face to face discussions and workshops on a weekday, Saturday or Sunday.

The final evaluation consists of five written papers and completion of Teching Practice and a Hand Book. Students are required to complete ten assignments and obtain an overall pass mark in order to become eligible to sit the written examination.

5.2.2. Post-Graduate Diploma In Education: The main objective o f this programme is to give a professional training in education to Graduate Teachers. This programme is offered to those who have completed a minimum of three years of service after appointment as graduate teachers. The Course is of two years duration and consists of four courses each year and teaching practice, all of which are compulsory.

The main mode of imparting insturction is through printd lesson material. These are supplemented with periodical Day Schools, Seminars, Workshops and discussions. Assessment is by;

* Continuous assessment through a specified number of compulsory assignments.
* Written examination consisting of two parts.

- Part I - four papers at the end of the first year
- Part II - four papers at the end of the second year.

* Teaching Practice Teaching practice is evaluated in two stages.
  - Through Master Teachers in the candidates own school and
  - By a University lecturer in an assigned school

5.2.3. Diploma in distance education and post graduate diploma in distance education This prgramme leading to the Post Graduate Diploma in Distance Education is offered at two levels over a minimum period of two years. Objectives of the programme are as follows:

* To generate interest in the subject of Distance Education.
* To provide opportunities for staff development in the area of Distance Education through in servicce training.
* To provide opportinies for staff of the Open University of Sri Lanka, to obtain specialised Post Graduate qualifications in the theory and practice of Distance Education.
* To offer opportunities for Post Graduate Degrees in Distance Education.

this programme is open to graduates of a recognised University or to those with equilavent qualifications.

However non graduates who are already professionally engaged in conducting educational programmes in the distance mode at the Open University or at any other recognised institution with experience in distance education acceptable to the Senate may also be admitted. Each course is evaluated on the basis of one assignment and one project.

An oral examinations and written examanitaion based on the project forms the final examination of each course.

It is proposed that those who obtain a merit pass at the Diploma in Distance Education should be permitted to proceed to follow the Post

Graduate Diploma in Distance Educationis to be awarded on the results of a dissertation on a project undertaken.

5.2.4. Postgraduate research degree programme in education The Post-Graduate Research Degree Programme in Education commenced in 1988. The University now offers an M.Phil in Education which requires a candidate to successfully complete a programme of advanced study and research on a topic approved by the University, and submit a thesis normally within a period of 24 months after completion of the minimum perido of 2 years of registration for the degree. In order to register for an M.Phil in Education, a candidate should have already obtained an M.Ed. degree of a recognised University or a B.Ed. degree of a recognised University with honours in first class or second class (upper division)

6. THE STUDY SYSTEM

This is based on a multimedia system.

6.1. Printed Material

The central element in the teaching system is a series of printed course material that fulfill several purposes. They provide the student with the primary material for study and offers the equilavent of lectures that help the student to learn. It also provides a series of carefully designed self assessment questions (SAQ) interspersed through thetext. These will also help the student to develop analytical skills and independent thought.

6.2. Audio-Visual Aids

These are particularly important for the self-learner. They are designed to supplement the printed material and enables contact between students and teachers.

6.3. Laboratory Work

Laboratory facilities are made available at selected Regional/Study Centres, where students have the opportunity to follow demonsrations and engage in practical work.

6.4. Day Schools

Although the printed material and audio-visual aids are designed for studentse to learn independently, day schools are conducted from time to time to discuss problems arising from the printed texts, assignments etc.

7. EVALUATION

A student's progress is assessed continuously throughout the course of studies by means of a specified number of ASSIGNMENTS and at the end of the course by means of a FINAL EXAMINATION.

Students are expected to submit a specified number of assignments for each course. These will be commented on, marked and graded before they are returned to the student.

These assignments form an integral part of the study system of the Open University and may also include tests, laboratory work, field work etc. depending on the course.

The final grade for each course will be determined by an appropriate combination of the continuous assessment mark and the final examination mark provided the final examination mark is above a specified mar.

ELIGIBILITY TO SIT AND OF COURSE FINAL EXAMINATION WILL BE BASED ON STUDENTS OBTAINING A PASS IN CONTINUOUS ASSESSMENT

8. REACHING OUT-REGIONAL/STUDY CENTRES

The University reaches out to its students through its 4 regional and 10 study centres located islandwide. These study centres are located to provide facilities to students living approximately within a fifty mile radius.

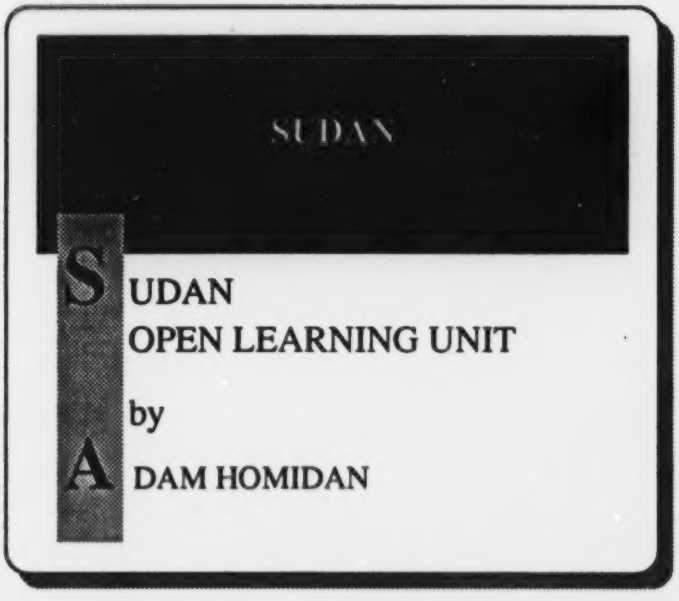
These study centres provide facilities for counselling, collection of application forms for programmes for study, registration, distribution of course material, face-to-face contact sessions and examinations and provide a place for students to meet. In addition the four regional centres have laboratory classses, audio visual (tape viewing and listening) facilities and mini libraries.

9. FUTURE PLANS

The Open University plans to offer a greater variety of programmes Programmes of study under preparation are as follows:

Programme of Study	Faculty
Certificate in Construction Management	Technology
Bachelors degree in Computer Science	"
Post-graduate diploma in Agricultural Engineering	"
Post-graduate diploma in Construction Management	"
Post-graduate diploma in Industrial Engineering	"
Legal literacy and Awareness (Associate Student Course)	Humanities & Social Science
Diploma in Continuing Legal Education(Associate Student Course)	"
Community Education (Associate Student Course)	"
Sinhala for Beginners	"
Tamil for Beginners	"
Certificate/Diploma in Journalism	"
Foundation course in Social Studies	"
Diploma in Distance Education	"
Bachelors degree in Management	"
Post-graduate diploma in Management	"
Masters degree in Education	"
Masters degree in Law	"

Certificate in Wildlife Conservation and Management	Natural Science
Certificate in Environmental Science	"
Certificate in Atmospheric Science	"
Certificate in Agriculture	"
Degree/Diploma in Nursing	"
Master of Science/Diploma in Industrial Chemistry	"


SUDAN
SUDAN
OPEN LEARNING UNIT
by
DAM HOMIDAN

X- SUDAN *(Adam Homidan ARBAB)*

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1. HISTORICAL DESCRIPTION Of THE ORGANIZATION SEU

Sudan extension Unit came out as the result of the survey carried out in 1982; due to huge numbers of refugees coming to the Sudan from Ethiopia and Eritrea. This number started from 1960s and continues growing up until the 1980shad reached thousands of thousands. Some of these refugees could not find chance in Sudanese schools. That survey showed the real need of education among the refugees in the Eastern Region of Sudan.

According to that survey an agreement between International Extension College and Sudan Government was signed, to bring Sudan Extension Unit to reality in late of 1984 (November 1984).

In early 1985 Sudan extension Unit (SEU) started in he Eastern Region based in Gedaref town, due to the high number of refugees in that area.

So the first thing the unit had done to begin its activities was the preparations according the plan. The first things had been done of the preparation were a questionnaire and proficiency tests to conduct a survey which helps the unit to know the:

- Education background
- Educational aspiration
- Circumstances of refugees
- Academic ability for students

As a result of that survey which took place in July 1985 SEU understood the refugees circumstances, background of education and subject they like most to start with. According to the survey SEU found study interests. So SEU started preparing the materials according to the list. The first 3 subjects were; English language, Mathematics and Sciences.

From that survey SEU also discovered that most of the refugees had left schools for along time, they forgot most of the information, so they need a refresher course to make them updated.

SEU has good relationship with governmental and non-governmental organisation in the Sudan. Eg. the proficiency tests were prepared by Khortoum University. SOLU finds literacy books (Arabic from Ministry of Education Sudan). For non-governmental side SOLU has good relation with Euro Action Acord, Concern, Christian Out Reach, Lalmba association, REST, Sudan Council of Churches, Save the Children UK, UNHCR, IRC, Oxfam (USA), WUS (UK) and Swedish Church Relife. SOLU has some study centres in collaboration with most of the mentioned organisations in the settlement areas for both Formal Education and Non-Formal Education. The organisations are very interested in SOLU education and materials.

2. CONSTITUTIONAL AND FINANCE

The head office was based in Gedaref town from February 1985 to June 1986, by July 1986 SEU started producing its materials (printing) but electric power in Gedaref was irregular this why the head office was moved to Khartoum for the printing - while Gedaref office became sub-office to follow the activities of the organisation in Eastren as general and mainly among the refugees in the settlement areas. Sudan Extension unit is changed to be as Sudan Open Learning Unit in year 1988 so as to mean that study out side a school.

SEU is supported by funds from ODA (British) EEC, Dutch Norwegian, British and Canadian Organisations. Others grants are given by other organisations for certain aspects of the work the unit does. These organisations such as Oxfam America, Save the Children UK and UNHCR.

All donation comes through IEC, the unit sends its monthly payments to IEC and at the end of the financial year the unit examines its payments by an auditor and sends a copy of the auditor report to IEC. In general the unit expenditure concentrated on payments for course writing, editing plus the payments of staff for administration and facilities.

3. THE UNIT WORK

According to the plan of action the organisation has objectives.

* Provide education to those who left their countries and came to Sudan as refugees.
* Helping those who stopped their education due to war or drought.
* Developing the community by:
    * Helat education.
    * Improving skills. (teacher assistant)
    * Setting literacy prgramme for illiterate people to get use of time in settlement areas. The Unit has two major lines. these were; Formal Education and Non-Formal Education

4. FORMAL EDUCATION

The unit produces study materials for the students for two courses.

* Refresher course for nine month, this course is done becaues most of the refugees had left the school for along time, they forgot a lot of information this is why the unit decided to conduct this course to enable the students to be updated.
* After finishing the refresher course the students will be able to attend to O'Level course (UK system).

All the materials for these courses are prepared and printed by the Unit. To attend a course with SOLU the students should sit for a test. The result of the test will tell the Unit which course is suitable for the student (Refresher - O'Level).

The unit found out that some of the refugees and displaced people from the south of the Sudan who left their schools due to the civil war in the south, their background of education will not enable them to attend the two courses of the Unit. All of them are young people. This is why the unit started third course called Foundation course, to help those people to continue their education. When they finish this course will be able to attend the refresher course which leads to O'Level (UK). The materials for these courses are prepared to suit the distance education (self-study).

The difficulties of communitication in Sudan will not enable the unit to use the television programmes for those courses because most of students are in settlement areas or in an area where there is no television. It is difficult to use tape-recorder due to financial situation of the students, the only one method the unit uses now is correspondence. The students depend on the book only.

The students provider by the book to read it, discuss it with others as a group, pin out the difficulties, then the group will sit with tutor for more details and more explanations. After this the student is asked to do the assignment which is very important for feed-back that student had understood the topic. This assignment will give a chance for the tutor to comment if there any mistake.

The students should read the unit, attend the group discussions after this the students can do the assignment, and pass it to the tutor for marking and comment. The result of the assignment should be recorded in the progress

sheet in the student's file by the record clerk. This progress sheet will show if the student is improving or not and it will be easy for the counsellor or any follower to know the reason why this student is not improving. The assignment goes back to the student to check his work and to see the comments.

The organisation prepares all the materials needed for the two courses (refresher and O'Level) as follow:

* Refresher course:
  - ** 15 Units, English Language
  - ** 3 Units, Chemistry
  - ** 3 Units, Physics
  - ** 3 Units, Biology
  - ** 6 Units, Mathematics

The student finishes this course within 9 months period.

* O'Level Course:
  - ** 13 Units, English Language
  - ** 16 Units, Chemistry
  - ** 16 Units, Physics
  - ** 16 Units, Biology
  - ** 15 Units, Mathematics

The students finish this course in two years.

* Students involve in the Unit Formal Education Programmes:
  - ** 25 O'Level first batch sat for the exam on 14th of May 90.
  - ** 312 O'Level second batch.
  - ** 417 Refresher complete by December 1989
  - ** 525 doing refresher course

In some places (settlements) SOLU found that communities started small schools for young people, but the teachers who teach in those schools are not trained, so the Unit started teacher assistant programme, mainly to help these teacher in settlement areas or displaced people areas. If the young people find

that sort of help they can start education in right way. The materials of teacher assistant course are prepared to be used as self study materials and to be discussed as a group of learners.

The objectives of this programme, that students to be taught by face-to-face method because they are beginners unable learn by correspondence they need time to develop their abilities in reading and writing. After that they can join distance education groups. This task can be fulfilled by trained teachers.

So the two main objectives of this programme are:

* Developing the abilities of reading and writing among the beginners.
* Developing the skills of untrained teachers whom their work will reflect to the community in positive direction.

5. NON-FORMAL EDUCATION

SOLU works in this programme within two section. These were; Literacy Programme and Primary Healt Care Programme.

5.1. Literacy Programme

SOLU found that majority of the refugees in the settlement areas are illiterate. To help those people SOLU develops literacy programme among the refugees in the Eastern Region of Sudan. More than four thousand of people involved in he courses of literacy in several settlement areas. The Unit prepares and prints the materials for this course (for beginners, follow-up and post literacy) programmes. The students of literacy and post-literacy will study Tigrinya, Arabic, Maths and English. When the students finish the literacy

courses successfully they can join the foundation course which leads to refresher and O'Level. For follow-up programme and post-literacy SOLU directsthe student to get use of Primary Healt Care series. This will heyp in community development and making the programmes well woint and compact.

More than two thousand students has completed the literacy course in different areas. Now SOLU has 2566 students are doing the course of literacy programme.

In collaboration with organisations such as Concern, Christian Out Reach, REST and WUS (UK).

In five places: Gedaref, Tawawa, Safawa, Shagarab and Wad Elhilew 53% of them are females and 47% are males.

The literacy course lasts for five month. SOLU does the courses during the dry seasons September to June so to have two cycles in one financial year.

5.2. Primary Healt Care Programme

SOLU produce primary healt series to be used by the organisations concerned. Because health education is very important for such people coming in great numbers gathered at one place with little medical servicesto be given. To keep a healty environment and other community practices should be directed in the right direction. SOLU has already prepared 20 units of Primary Healt series under printing. Some of the materials will be translated from English to Tigrinya for literacy students to get use of them.

SOLU believes that the only way to develop the community is through education. This is why the Unit aims to make the programmes very compact and well connected.

The books which are already written and edited and now ready for printing:

5.2.1. First group

1. Community Practice/Community changes including rituals/traditional healing
2. Food and Water Supply Protection Personal Hygiene
3. Environmental Sanitation and Latrines
4. First Aid Burns, Accidents, General Injuries
5. Alcohol, Tobacco, Addictive drugs
6. Attenatal, Delivery, Postnatal
7. The Road to Health Card - Immunization Under-fives Measurements
8. Breast Feeding, Weaning-Child care
9. Nutrition, Vitamins
10. Circumcision

5.2.2. Second Group

1. Family Planning
2. Whooping Cough

3. Polio
4. Sexually Transmitted Diseases
5. Respiratory Tract Infetcion
6. Marelia
7. Old Age
8. Eye problems
9. Worms and Parasites
10. Measles
11. Diarrhoea

SOLU will follow up the distribution of the books to healt workers. Those healt workers will react with community so SOLU can see the result after a period of time due to the improvement of community.

6. ORGANIZATION OF INSTITUTION

The staff of the unit consist of Sudanese and refugees from Ethiopia, Eritrea and Uganda. SOLU has 4 vehicles distributed as follow:

* Two vehicles based in the head office Khartoum and,
* Two vehicles based in eastern Region (Gedaref office) to follow the activitiesin the field.

The Unit accept the students after they sit for a test and the Unit see which course is suitable for them. The unit has no conusellor till now, sometime the Formal Education Coordinator Assistant does that job just to

know the students in his aera. The tutors do the marking of the assignments, comment on the assignments and o face-to-face teaching (tutoring).

The Unit uses the distance education method according to the plan. But at this stage the students depend on face-to-face teaching. That is because this type of education is new in Sudan and also is new for the refugees. The students know the traditional way of education - classroom, blackboard and a teacher. So they need time to cope with this sort of education. This is why tutors involve in teaching in stead of tutoring. Also it is very difficult to use other media such as radio, tape-recorder or television, because the means of communication are not functioning well, for many reasons. Eg. finance, sometimes tools are not available.

7. CONSULTANCY

From time to time one of IEC staff comes to Sudan for evaluation or implementation. During that period the Unit makes so many maintenance and make use of the visit. The Unit till now is considered as a new institutie in Sudan, moreover it came with a new kind of education, this sort of education the people don't know it, so it needs a time to be understood and its benefits can be seen. So according to this the Unit needs those who have experience for developing the programmes.

8. FUTURE PLANS AND PPROGRAMMES

The Unit has no idea to change the present system. The only thing the organisation needs to develop this programme to cover a large area of activities and motivate he group for better result.

The Unit has an idea to produce commercial subjects for those who like to study by correspondence and improve their skils in that matter. Moreover the Unit found that some shapr brains go without education due to the lack of schools to cover all school-age boys and girls. This will make a loss for both Sudanese and refugees.

Now the Unit accept the children as students who reach twelve years old and don't find a chance in a classroom in regular schools. Those young people will start in literacy groups. When finish the course they will be moved to foundation then refresher course end by O'Level course.

Diagram A shows the stunets come to the Unit. They were illiterate, just have desire to study. They can reach the O'Level and they will be really to look for college for high education.

In Diagram B you can see only ten out of hundred sixty people found their way to high education face-to-face in regular schools.

The diagram shouws that 120 out of 160 found chance to attend 1-6 grades.

80 out of the 120 found rooms for attending 7-9 grades.

40 out of 80 found chance to complete the 12 grade. In the diagram also you can see that only ten out of 40 students could go to attend the coleges.

The only way of helping all the grates is by distance education to complete the O'Level (12 grades) and they can do the high eductaion (college) by the same way (distance education) by this way the 150 students can complete their study. (The traditional part of diagram B is taken from education office 'Tulos-Sudan').

Survey 1985

Table 5: Study Interestes

Subjects	No of responses	% of total responses
English	369	27
Maths	307	23
Science	280	21
Book-keeping	86	6
Geography	108	8
Arabic	103	8
History	75	6
Other	22	1
Total	1359	100%

PROGRAMMES OF STUDY OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES (HSS)

The faculty of HSS is cmoprised of the following divisions:

* Education
* Logal Studies
* Languages
* Management and
* Social Studies

The Division and the respective programmes of study within each division are given below.

Division	Programmes
Education	i. Certificate course in Pre-school Education ii. Post Graduate Diploma in Education iii. Diploma in Distance Education iv. Post Graduate Research Degree in Education.
Legal Studies	Barchelor of Laws Degree
Languages	i. Certificate in Professional English ii. English for Legal Studies iii. English for Science iv. An introductory course in Tamil
Management	i. Certificate in Entrepreneurship and Small Business Management ii. Diploma in Management
Social Studies	i. The Foundation Course in Social Studies ii. Certificate programme in Journalism iii. Course in Community Education

The following section will give details of programmes of study in the Education division.

9. CERTIFICATE IN PRE-SCHOOL EDUCATION

This is a one year programme of study leading to the award, of a certificate in Pre-School Education. This programme is intended mainly for teachers who are engaged in teaching in Pre-Schools without the necessary qualifications and6or training; and for those who intend to conduct their own Pre-schools; and also for those who seek employment as Pre-school teachers and creche workers. No special qualifications are required for admission to the programme. However preference is given to those who have previous experience in working with young children. Applicants should be over 18 years of age.

This programme is conducted in Sinhala and English. It consists of theoretical and practical course units all of which must be taken by a student. Correspondence lesson units in eleven subject areas supplemented with day schools and workshops and guided observation of pre-schools, constitute the main modes of imparting instruction. Printed lessons are distributed to students through the Regional/Study centres at intervals of 2-3 months.

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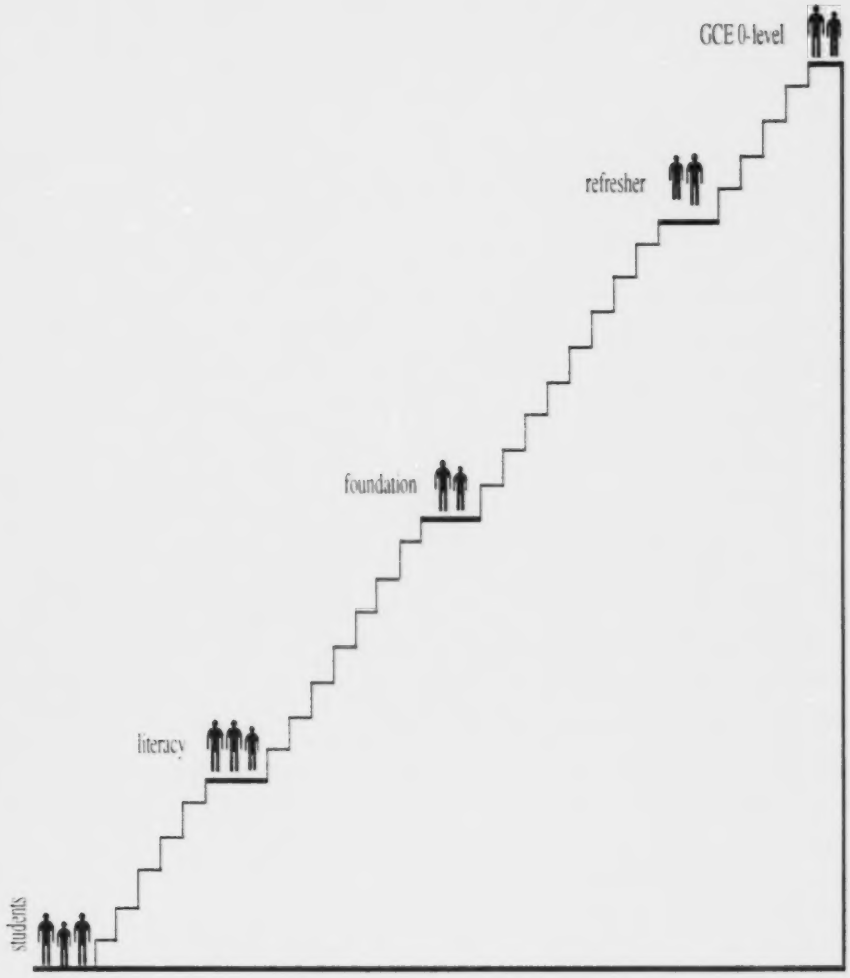
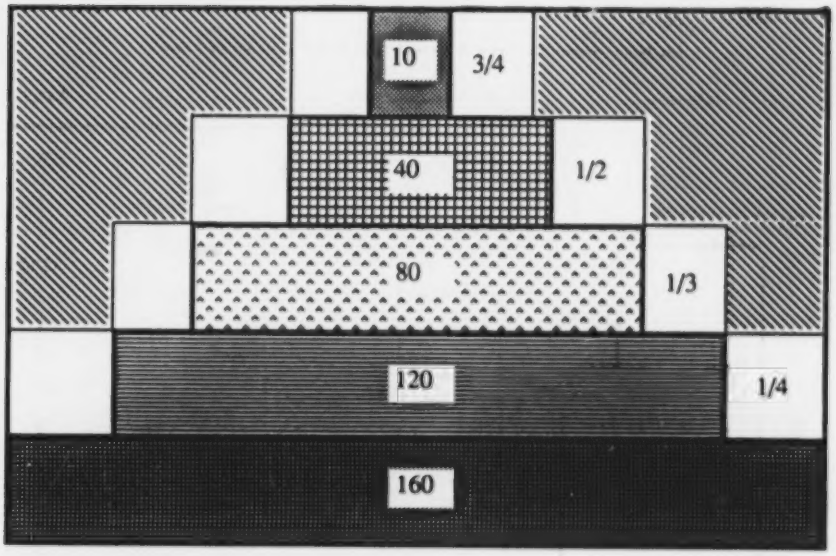


Solu Educational Channel:

Starting from literacy leading through foundation and refresher courses to GCE 0-level Examinations.

Distance Education is the Shortest Way to Avoid Ignorance



160		School age
120		Find chance to attend primary school
80		Find chance to attend intermediate school
40		Find chance to attend secondary school
10		Find their ways to higher education

The 150 can reach Higher Education only by distance education methods.

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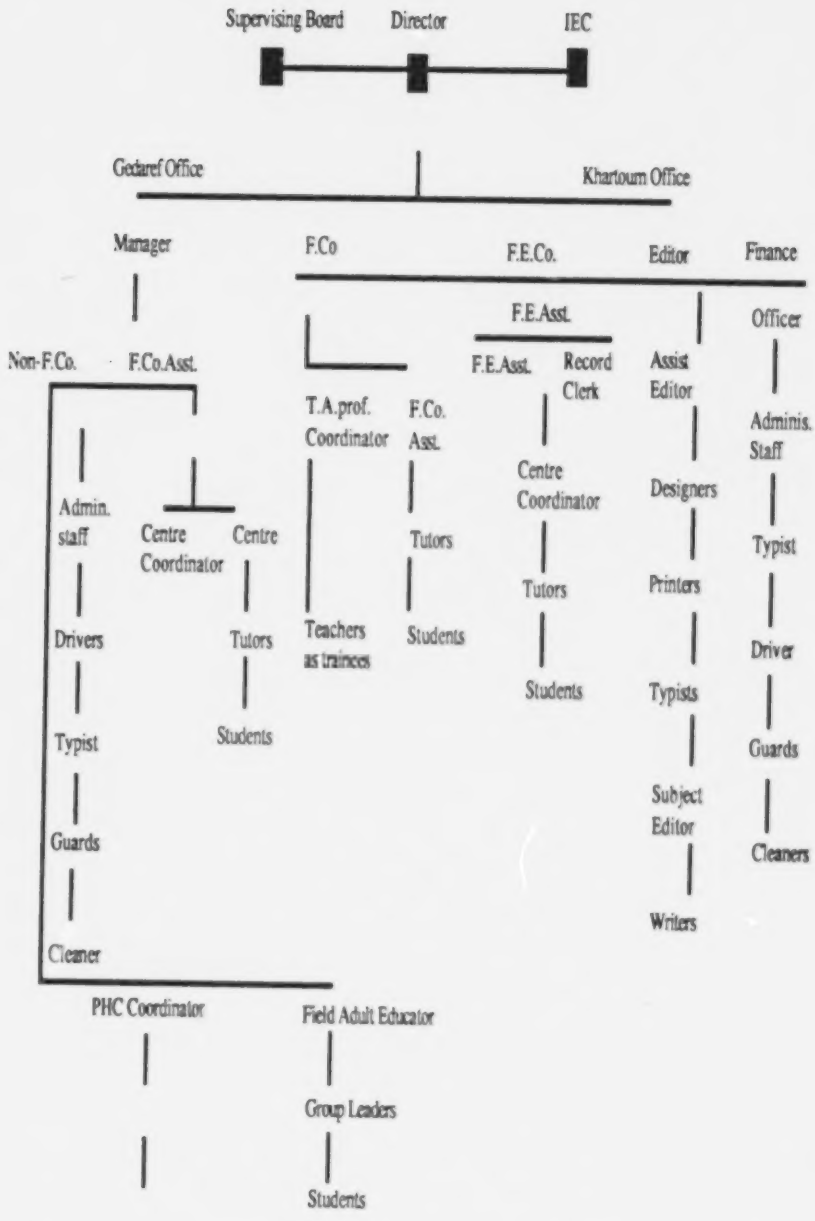
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SOUTH AFRICAN
EXTENSION UNIT

by

MARGARET KOTTA and
BERNARD GOLOLO

XI. TANZANIA *(Margaret KOTTA, Bernard GOLOLO)*

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1. INTRODUCTION

The South African Extension Unit (SAEU) is a distance teaching institution offering education opportunities to adult South African exiles residing in the Frontline States.

The unit was established after the Commonwealth Heads of Government meeting in New Delhi in November 1983 endorsed a recommendation of the Commonwealth Committee on Southern Africa for establishing an institution which would offer courses through the distance teaching approach to South African exiles.

The Tanzania Government accepted the request that the Unit be based in Dar es Salaam where it was set up in 1984.

2. FINANCIAL STATUS OF THE INSTITUTION

The SAEU is funded largely by the COMSEC through the Commonwealth Fund for technical Cooperation (CFTC), Fellowships and Training Programme (FTP). Other donor agencies supporting the Unit include United Nations Education and Training Programme for Southern Africa (UNEPTSA) and the European Economic Community (EEC). The unit is currently looking for more donor agencies to cater for its rapidly expanding activities.

3. ORGANIZATION STRUCTURE OF THE INSTITUTION

The Unit is governed by a Board of Trustees which is composed of representatives from the Commonwealth Secretariat (COMSEC), the United

Nations Commission for Refugees (UNHCR) and the Tanzania Government. The Chief executive of the Unit is the Director who is currently supported by a staff of ten. The Director is accountable to the Board of Trustees which is the sole body for policy making.

Under the Director there is the Technical Advisory Committee responsible for advising the Director on academic affairs. The Programmes Development Department is charged with research and training activities, documentation, initiating procurement of course material, distribution, publication, writing and production of course materials, editing, printing course materials and providing necessary technical services.

The Programmes Development Department is headed by a Programmes Development Coordinator. He is assisted by a Senior Programmes Development Officer and a Programmes Development Officer.

The Finance and Administration Department is under the Finance and Administration Officer. This department is responsible for maintenance of accounts books, preparation of financial statements, petty cash, management information systems design, staff welfare service, office support services, property and finance custodianship, transport services, accomodation, office supplies, security, secretarial services, storage and distrubition of materials. The Finance and Administration Officer is assisted by a Stores Officer.

The Unit has its own storage facilities, photocopier and duplicating machines,computer-word processor, electirc typewriter, and telex.

4. ACTIVITIES OF THE SAEU

The main activities of the Unit are as follows:

* Recruitment of learners
* Organising tutorial support services
* Developing course materials
* Acquisition and distribution of course materials
* Motinoring and evaluation
* Registering candidates for GCE London Examination
* Conducting workshops

-liaisoning with other Distance Education Institutions.

4.1. Recruitment of Learners

The SAEU has so far recruited learners in Angola, Botswana, Zambia, Zimbabwe, Tanzania and currently in Uganda learners are either members of the African NationalCongress of South Africa (ANC) or Pan-Africanist Congress of Azania (PAC). In recruiting them, the SAEU works in collaboration with the movements and the UNHCR. The latter are responsible for appointing condinators, categorizing learners for the courses and locating study centres.

4.1.1. Type of Learners And Courses: There are two categories of courses run by the SAEU. The Basic and Secondary courses. The basic course is for learners who have not completed primary education or those who intend to take up seondary studies. The secondary course is for those learners who

have not completed secondary education or who intend to up-grade themselves from the basic level.

Learners who want to study under the SAEU programme apply for the courses through their Movements/Organizations. Upon receipt of the application forms, the SAEU issues with study materials through their coordinators. The learners study the materials and submit their course assignments to tutors for marking.

The learners at Basic level study basic Mathematics, basic English and Agriculture. Those at secondary level study two subjects per sitting. The most common subjects are mathematics, Physics, Chemistry, Biology, English Language, English Literature, Geography and Commercial subjects such as commerce and accounts. The secondary level learners sit for 'O' or 'A' levels examinations from GCE London Examination Board.

Learners taking the SAEU courses study at their own pace. There is no time limit for the courses. Some learners are able to sit for either 'O' or 'A' levelss after studying with SAEU for a year or two. Learners at basic level are assisted by tutors in their settlements. Again, the speed of learning is entirely upon learners. The SAEU has been able to attend specialized courses after getting the basic education i.e. child psychology for nursery school.

4.1.2. Vocational And Professional Courses: Currently the Unit is working out modalities of introducing vocational and professional courses in collaboration with the Commonwealth of Learning. In addition to that, the SAEU is also surveying possibilites of running short skills courses so as to urgently equip the South African exiles with some employable skills to help them earn a living and contribute to the welfare of their communities when they return home.

4.1.3. Certification: The SAEU awards certificates of success to learners who complete the basic course. Leranres who complete the secondary courses sit for the GCE examinations and are awarded certificates by the University of London Examination Board (ULSEB)

4.2. Organizing Tutorial Support Services

SAEU learners receive tutorial support in the form of comments given by tutors when marking their assignments and during face to face tutorials.

Learners attending the basic courses are supported by tutors drawn within their movements. Tutors assisting learners studying the secondary course are recruited from local institutions situated close the the study centres and work on part-time basis. Face to face tutorials for secondary learners are usually conducted twice per month in the secondary schools/institutions which provide the tutors. Fee is paid towards the use of such facilities and tutors are paid tutorial allowance.

4.3. Developing Course Materials

The SAEU develop course materials for basic level. This work is done by the SAEU professional staff from the Liberation Movements and local institutions. Learners course materials are either developed or reviewed.

4.4. Acquisition and Distribution of Course Materials

Most of the course materials for the basic course are prepared or acquired locally, while secondary course materials are brought from Wolsey Hall (Oxord Open Learning). The course materials are distributed to study

centres according to their needs and availability. Coordinators are given funds to purchase stationery and other materials obtainable locally.

4.5. Registering Candidates for GCE London Examination

Learners who complete the secondary course are registered to sit for the GCE London Examinations which are held in January and June each year.

Only learners who pass at least two thirds of the tutor-marked assignments and mock examination qualify for registration.

4.6. Monitoring and Evaluation

The SAEU monitors and evaluates learners progress in the study centres thrugh visits and analysing monthly progress reports. The SAEU prefessional staff visit study centres at least twice a year while coordinators visit the SAEU office at least once per year.

4.7. Conducting Workshops

The SAEU conducts two main types of workshops, course development and training workshops for learners and tutors. The purpose of training workshops is to train learners in study skills so that they can learn effectively on their own. Group leaders, among learners are trained in group dynamics and tutos on how to assist learners. In course development workshops, learners' course materials for basic level are either written, reviewed or edited.

4.8. Liaisoning with Other Distance Education Institutions

The SAEU maintains a close contact with other education institutions by attending conferences, courses and through exchange of materials, visits and consultancy services. The SAEU has learned much through such exchanges.

5. FUTURE PLANS AND PROGRAMMES

The South African Extension Unit has been offering educational opportunities to adult South African exiles in Tanzania, Zambia, Angola, Botswana and currently in Uganda through the distance teaching approach. Initially, the Unit was charged with the administration and management of distance education at primary and secondary levels.

Currently significant changes are taking place in South Africa. The Liberation Movements (the ANC and PAC) are pressing hard for education opportunities for the exiles. As a result, the SAEU has been asked by the Commonwealth Expert Group on Post-apartheid South Africa, which held its meeting from November 7 - 9 November 1990, to urgently equip the exiles with some employable skills to help them earn a living and contribute to the development of their communities when they return back.

Consequently, the SAEU is working on modalities to introduce vocational and professional courses. Efforts have also been made to find possibilities of running short skills courses in the fields of vocational technical, finances, administration and transport.

6. CONCLUSION

The SAEU is facet with challenges from the changes taking place inside South Africa. Therefore, is looking afresh at its objectives in order to reorient them towards new challenges facing it.

At one level, the SAEU has began to explore how it could assist its learners who are being repatriated to South Africa in order to be able to continue with their studies. The SAEU is making efforts to collaborate with institutions inside South Africa for that matter. One institution has been identified - The South African Committee for Higher Education (SCHED). At another level, the SAEU is making efforts to collaborate with institutions within the sub-region of Southern Africa for regional educational activities. She is already participating in the Distance Learning Association of Southern Africa. Efforts are also being made to participate in activities of higher education for East and Central Africa and within the Southern African Development Coordination Conference (SADCC)

Basing on the above efforts, the SAEU anticipates to become widely involved in providing distance education not only to South Africans but to other learners within its sub-region.

TURKEY

THE OPEN EDUCATION FACULTY

by

UĞUR DEMİRAY and
MARINA McISAAC

XII- TURKEY *(Uğur DEMİRAY-Marina Mc ISAAC)*

THE OPEN EDUCATION FACULTY (OEF)

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1. HISTORY AND GROWTH OF ANADOLU'S OPEN EDUCATION FACULTY-OEF

The history of the Open Education Faculty (OEF) at Anadolu University in Eskişehir, Turkey is closely tied to the developments of the 1970's, the reorganization of the Turkish universities and the development of higher education in Turkey (McIsaac, Murphy and Demiray, 1988). Its history is unique in the admission of the first OEF students and the establishment of the first distance education programs in Business Administration and Economics.

The beginning of distance education in Turkey can be traced to several groups of problems; political, social and economic. Not all of these problems were internal. Many were created by external influences.

Politically, Turkey is in a unique position because it is the bridge between Europe and Asia. As a result, Turkey has spent much time in its modernization efforts to become an active member of the 21st century. Many of the country's problems stem from its position as an Eastern culture and society trying to blend into a Western industrial world. The past 80 years in Turkey have witnessed dramatic changes. The country, since 1920, has changed its alphabet to the Roman one and established the importance of secularism (the complete separation of religion and politics) in the running of the government. In the 1970's Turkey began to search for new ways to develop its own educational strategy in order to expand the opportunities for its citizens. It was believed, and enacted into law, that education should be the main responsibility of the government. Many feel that the concept of educational equality became more meaningful in those years.

Economically, advances in science and technology have had their impact on Turkish society. Developments and applications of new technologies have

put pressure on Turkey to provide up-to-date education to keep the work force competitive with that of other countries. The knowledge and skills of workers must be constantly updated with new technological information. In additional to learning new technological applications, human resources must be also be improved. The present increasing population growth has put pressure on Turkish society to create new areas for work. Competition demands better qualified workers in order to be successful. Unfortunately, traditional educational institutions are not always able to change to meet these new educational needs using classical teaching environments. Recent developments in mass media and educational technologies have shown that electronic media can be used for educational purposes. Distance education, which uses these new technologies for providing further education and training, is particularly useful for:

* Increasing the level of qualifications of new entrants to the work force.
* Updating and upgrading the qualifications of the existing work force through continuing education and training.
* Providing training of a kind which will lead to increased rates of participation in the labor force among hitherto underrepresented groups.
* Securing a greater synergy between education or training and the economic life of contemporary society in order to ensure the relevance, balance and capability of applications of skills and knowledge.

Political events also contributed to the growth of distance education in Turkey. After the 1970's, increasing pressure began to be exerted on the Turkish government to provide for the growing number of people who wanted higher education opportunities. There was pressure on the government to balance the educational opportunities between the Eastern and Western parts

of Turkey, to create greater educational opportunities for the younger generation, and to provide training opportunities for persons who had missed those opportunities in the past. There was also a growing movement to use mass media tools to solve some of the distribution problems involved in providing education and training programs throughout Turkey.

Other reasons for establishing distance education programs were the necessity for establishing more open and more flexible educational and training structures. These structures were to be designed and adapted in accordance with students' requirements, taking into account their employment, social and educational circumstances. Because of these factors, distance education was seen as a solution to meet Turkish educational needs.

The crucial year in the development of Turkish distance education was 1982. In that year the new Constitution of the Republic was accepted, and in accordance with the Constitution, a new institution called the Council for Higher Education (CHE) was established to plan, organize, administer and supervise education provided by the institutions of higher education. The CHE immediately reorganized the existing universities and established new ones. There had been 15 universities, 15 academies and seven polytechnics before the establishment of the CHE. Through the CHE reorganization program, these institutions of higher education were turned into 22 universities.than tne number raeched to 29 -including Bilkent, the first and only private university in Turkey- (Eraut, 1991; Council of Europe, 1989) Today, the numbers of the universities has grown to 49 .

In accordance with the Higher Education Act of 1981, Anadolu University (formerly Academy of Eskişehir, Economics and Commercial Sciences) was authorized to provide distance education in Turkey on a national scale. The history of Anadolu University, which has provided

distance education at the faculty level since 1982, goes back to Eskişehir Academy of Economics and Commercial Sciences established in 1958. The former Faculty of Communication Sciences of the Academy became the Faculty of Open Education, or, as it is called commonly, the Open Education Faculty (OEF) in 1982. This faculty was an outgrowth of the newly established Anadolu University because at that time, as today, it was the only institution that had experience in the technical and theoretical aspects of distance education. The first educational television pilot project of Turkey was undertaken here during the 1970's under the auspices of the Educational Television department of the Eskişehir Academy of Economics and Commercial Sciences.

Although a first distance education program (Division of Higher Education program referred to as Yay-Kur) was undertaken by the Ministry of Education between 1975-1978, this initiative was a dramatic failure for various political, administrative, financial and even psychological reasons which might be the subject of a separate study. However, especially at the beginning of its own project, Anadolu University carefully evaluated and greatly benefited from the experience of Yay-Kur and therefore the 1975-78 experience should not be considered as a total failure (Eraut, 1991: Council of Europe, 1989).

In 1982, benefiting from information of the failed Yay-Kur project, the first true distance education program in Turkey was initiated by Anadolu University. Similar to other distance education programs which encompass delivery of curricula at many levels and in many subject areas, the Turkish Open Education Faculty had as its goal, ten years ago, to broadcast its first programs in the areas of Business Administration and Economics, thereby beginning the process of offering advanced degrees for students at a distance. The original numbers of students admitted was 29,478 for the 1982-83

academic year for the Business Administration and Economics programs. All students were high school graduates and were accepted into the OEF programs after winning placement through the national university exam. Today the programs have expanded in scope to include not only those subjects but Nursing, Foreign Languages, Math, Sciences, Tourism, Business and Training programs for the private sector, Associate Degrees in Teacher Training and Teacher Training for Degree Completion (McIsaac, 1992; Özer, 1991; Demiray, 1990; Yangın, 1989). And the other Associate Degree Programs in some areas which will be explain further.

2. DEVELOPMENT OF PROGRAMS

Following the opening of the Open Education Faculty (OEF) in 1982, programs continue to expand. Development has included subjects such as Teacher Training, Tourism Certificate programs, Vocational Education, and the Western Europe project. The Business and Economics Faculty programs, which were the cornerstone of the distance education programs, are still continuing. These faculties are containing the fallowing departments as; Economy, Public Administration, Finance,Accounting, Marketing Organization of Administration and Personnel, Economics of Laboring and.

3. INDUSTRIAL RELATIONS

Teacher Training. Two of the most recent programs are the Primary Teacher and Secondary Teacher Training programs. In 1986 the OEF began to offer teacher training programs under contract to the Ministry of Education. These programs were for two groups of constituents. The first group consisted of more than 130,000 primary school teachers who received training through

distance education. The second group were approximately 54,000 secondary school teachers who would participate in degree completion programs, also via distance education. The first group received Associate (Pre-Bachelor) Degrees from Anadolu University. The second group, secondary school teachers, are receiving university (Bachelor) degrees.

The Associate Degree Program for primary school teachers began in 1985-86 and is now almost completed. The University Degree Completion Program for secondary school teachers began in 1990. The goals of the programs were to help teachers become more effective in classrooms, update their subject area knowledge, and provide them with a better standard of living by rewarding them financially for participating in inservice training. The Associate Degree Program is for two years and the University Degree Completion Program is a one year course of study. The Associate Degree Program consists of nine courses for the first year and six courses for the second year. In the Degree Completion Program there are seven branches: Turkish Language and Literature, History, Geography, Math, Biology, Chemistry and Physics.

Other Associate Degree Programs. These programs are varied accordance to the regulation of number article 496 in 1993 November asfallows: Bussiness Management,Public Relations, Office Administration, Accounting, Local Goverment, Foreign Trade, Sale Management, Nursing Education, Midwifehood Education, Education of the Health Officier, Tourism and Hotel Business Management, Organizations of Health Business Management, Banking and Insuarence

Tourism Certificate. The Tourism Certificate Program is another program offered to persons who are interested in working in tourism services. This program, which enrolled approximately 30,000 students, consists of two

phases. In the first phase, students study via distance education. More than 70 television programs were produced and broadcast for this course, in addition to the four textbooks which have been written. In the second phase of study, students receive practical applications by working in tourist establishments for the private sector. The program is a six month course involving both study and practice. The goal of the program is to provide certified persons to the private sector who have fresh and detailed knowledge about tourism, especially about service/bar, kitchen, front office, management and maintenance aspects of the hotel business (Ünlü, 1990). This certificate program provides qualified workers for the workplace by contractual arrangement between Anadolu University and the Ministry of Tourism.

Nursing Education. Nursing Education at a distance is a new program which began in 1991. This is a two year program and graduates will be awarded an Associate Degree. The Turkish Ministry of Health has estimated that approximately 100,000 additional trained nurses are needed. Currently there are not enough training opportunities available to handle such numbers. The nurse training at Anadolu University, Hemşirelik Önlisans Programı, has as its goal providing distance education training for these 100,000 students within the next five years. In March 1991, approximately 32,000 graduates from special nursing high school programs throughout the country took the examination for entrance into the Anadolu University Nursing Education Program. Twenty-six thousand two hundred seventy students passed and enrolled for the 1991-92 school year beginning in October. The total two year program consists of approximately thirteen courses a year. The goal of the program is to increase qualifications of the nurses and to provide higher education opportunities to them in their own areas by increasing their skills (McIsaac, 1992).

Private Sector In-Service Courses. In addition to Teacher Training and Nursing, Anadolu University offers selected in-service programs for employees of private sector companies via distance education. To date, more than 15 such programs have been custom designed, developed and distributed to over 2,000 employees of seven companies. Among these were Tüpras Oil Processing Company (petroleum industry), Sümerbank (textile industry), and Paşabahce Bottle and Glass Company (glass industry).

Summer High School Students. Not only are Anadolu University's distance education programs aimed at higher and adult education. There are programs prepared for high school students as well. Three hundred ten television programs were prepared and broadcast over the past years for summer school students of high school age, under contract to the Ministry of Education (Anadolu Universitesi, 1992). These programs were open to high school students without any previous requirements.

West Europe Project. The West Europe Project is a program prepared for Turkish citizens who are living in Western European countries such as Germany, Belgium, Denmark, Austria, Switzerland and France. This project has focused primarily on courses in Business Administration, Economics and Teacher Training. There are between 3,000 and 4,000 students enrolled in these programs. The aim of this project is to provide educational opportunities for Turkish citizens who have to leave their home after high school to work in other countries. This project, which began in 1987-88, utilizes instructional materials prepared by the OEF in Eskişehir and sent to the OEF's Cologne office in Germany. From there, materials are distributed to the ten coordination offices in various countries. Television programs are transferred and packaged as video cassettes to be used to accompany the print materials. This is a degree completion program.

Channel E Project. The Channel E Project is not a degree completion project, but has a certificate program as one of its components. It is an informal rather than a formal distance education project. Channel E began in 1990 through cooperation with the Goethe Institute, the British Open University, Fernuniversitat, and Tubingen University on behalf of the Council of Europe's Delta Project. Programs were broadcast via ASTRA Satellite (now via RTL 1) for Turkish citizens in other countries. The goal of the project is to keep Turkish culture alive among its citizens abroad, and to deliver educational information to them. Another aim of the project is to increase the knowledge of Turkish workers abroad, especially in business and economics. The use of broadcast via satellite in this project is a pilot effort toward the future use of satellite for Turkey's own distance education programs.

The Channel E project is a new educational and informational service of television programs by satellite. Channel E programs continue to be broadcast daily, Monday to Friday at 0900 and 0930 hours Central European Time on Super Channel. Anadolu University started the Channel E project, educational broadcast via satellite, in 1990. From that time to July 1992, 70 television programs have been broadcast. These programs were produced at the OEF production studios in Eskişehir. The goals of the broadcasts, similar to the Channel E general goals, are to establish educational and informative television broadcasts via medium power satellite to a wide European audience (Council of Europe, 1991). An important part of the audience is the group of about two million Turkish immigrants living in Europe. One of the most important objectives of Anadolu University's Channel E programs is cultural reinforcement, educational and informational support for Turkish citizens who are living in Europe.

Three types of programs have been prepared for Channel E; cultural reinforcement, native language, and certificate programs. Twenty-five of the 70 programs are intermediate Geography classes, offered for cultural reinforcement to Turkish citizens and their children who are living away from their homeland. The native language programs are in six parts and concern Turkish language and literature as well as Turkish folk dance. The Certificate program series presents Vocational Training Programs for younger Turkish people (Kılıç, 1991). These programs consist of materials similar to the tourism certificate courses with such topics as "Front Office Management", and "Food and Beverage Operations in Hotels and Restaurants". They are supported by complementary text books and a certificate is awarded to students who successfully complete the exams which are administered in several cities of Europe by Anadolu University's OEF.

Channel E also has another two programs in a series which is entitled "Anatolian Cuisine" and "A to Z Anatolia". "Anatolian Cuisine" consists of an introduction to Anatolian cuisine and cooking techniques. "A to Z Anatolia" programs cover information about original Anatolian handicrafts such as miniatures, historical aspects of architecture, and geographic highlights such as Aphrodisias, the Bosphorus, the Aegean region and Capadoccia. In the near future, many attractive and different subjects will appear on Channel E about Turkey and Turkish culture to the broader European audience.

4. METHODS OF INSTRUCTION AND ORGANIZATION OF OEF

The Open Education Faculty's distance education system is based on the combination of three components: printed materials, television and radio broadcasts, and academic counseling centers. Printed materials are prepared

by the academic staff from various universities and edited by the faculty members of Anadolu University according to the principles and techniques of distance learning. These materials are sent to the students by regular postal channels.

Television and radio broadcasts are designed to be supplementary to the printed materials. As in the printed materials, various university members work on television and radio programs, either as authors or as tutors (or both). More than 300 programs are produced in OEF studios by the OEF staff and broadcasts are aired every year to students throughout the country. Broadcasting services are carried out by the state owned Turkish Radio and Television (TRT) corporation.

Academic counseling centers are already more than located in 40 by aiming to in all cities. At these centers, students receive advisory help provided by part time instructors and academic advisors who are selected from among the regional university members. One hour per week of counseling services per course is provided to students at these centers. Approximately 80 percent of the students have regular access to these centers (McIsaac and Murphy, 1988). At these centers there are additional services such as videos, Anadolu newspaper and other official services for students. These three parts of the distance education program work together as very functional components of a smoothly running system.

Finances: Like other Turkish public universities, Anadolu University and its distance education branch, the OEF, are financed by the government. All academicians' and administrators' salaries are paid through government funds. Expenditures for all OEF operations including printing books, television and radio productions, mailing, examination costs, administrative costs and salaries come from Anadolu University's operating budget.

Revenues to the university come from government allocations, foundation income and student fees. Although the percent from each of these areas can vary from year to year, the majority of the income comes from the government. The total annual budget for the distance education operation at Anadolu University, for fiscal year 1991, was approximately $12,000,000 USD (Harry, 1991). When compared to the per student cost of traditional university education in Business and Economics, for example, the figures compare favorably. According to 1991 figures, the Turkish government spent 3,000, 000 Turkish Lira (or $600.USD) per student attending traditional university Business Administration courses. The corresponding expenditures for Distance Education OEF students at Anadolu University were 55,000 Turkish Lira (or $110.USD) per student. (Büyükerşen and Özgü, 1992).

In addition, student fees are less for distance education courses. Students spend approximately 1,500,000 Turkish Lira (or $300 USD) per year for traditional universities but only a maximum of 500,000 Turkish Lira,(or $100.USD) for OEF studies. According to the 1991 figures, if OEF students were to attend traditional universities, there would have to be an additional 25 universities with 41,950 more academicians to teach them, and 67,400 more administrators than there are now. This would cost the Turkish government an additional $860,000,000 USD.

Administrative Structure: The OEF is administered as a separate Faculty within Anadolu University structure. as a service faculty to the other faculties and Associate Degree Programs which has extern departments mentioned above.It has one Dean and four Deputy Deans, each with different responsibilities. The four areas of responsibility are:

* Registration, regional offices, organization of academic counseling, exams.
* Course materials, media production and delivery from OEF Radio and Television studios.

* Development projects.
* International relations and international projects.

The Deputy Deans report to the Dean of the OEF who is responsible directly to the Rector of the university.

Student characteristics. The composition of students in the OEF varies from program to program. In some programs, such as the Teacher Training program and the Nursing Education program, students are already working in their areas of specialization and they tend to be older students. In the Tourism Certificate program, on the other hand, students are typically younger and are not yet working in their subject area. In the Business Administration and Economics program, the percentage of working students has increased from 30% in 1983 to 70% in 1990. Overall, the percent of females enrolled is increasing. The general age range of students across all subjects in the OEF is older than that found in traditional institutions. The students range from 17 years to 80 years old. The majority of students are married and the family average is three children. Their incomes are less than the average equivalent to $1200 USD per year income.

Reports and studies: There have been numerous research and evaluation studies during the OEF's 10 year history. These studies and various reports have been published primarily in Turkish with some written also in English. Many are Master's and Ph.D. theses in Turkish, and some have been written about the system by foreign researchers and observers who have visited the OEF. All of the studies have been collected by Anadolu University library. Approximately as 150 reports and studies have been abstracted in a review of the literature (Demiray, 1994). Approximately 30 of these publications are written in English by foreign authors. Their reports appear in publications of UNESCO, ICDE, Council of Europe, as well as England, Australia, Canada, United States, Pakistan, India and Sudan. In its 10 years of

growth, the OEF has gained international recognition and has grown into a program of considerable importance.

5. FUTURE PLANS

By the year 2000, it is planned that the OEF will progress toward becoming a separate and autonomous Turkish distance education university. The reorganization from faculty status within an existing university to separate university status is needed because of the size and structure of the OEF, its increasing technical investment in staff and operations, and its future plans. The present structure of the faculty within an existing university imposes certain limitations on the future growth and development of its programs.

Domestic Programs. There are at least three new domestic distance education projects which are planned to begin in 1992-93. They are a Social Sciences program, a Home Economics program and new degree completion programs in the areas of Language Teaching, Physical Education and Painting. These programs will add to the menu of courses already being offered by the OEF.

The Social Sciences project will be an Associate Degree program which estimates its first enrollment at 70,000 students. The goal of the program is to increase the knowledge and skills of those government officers who have obtained high school diplomas but need more information to be effective in their own areas of work. The aims of the programs are to provide courses which will better educate workers in the Social Sciences as well as improve their communication and interpersonal skills. The program will begin in the 1992-93 academic year.

The second domestic project will be the Home Economics program. The goal of this program is to provide new perspectives and information to housewives so that they can deal more effectively with home management, household budgeting, nutrition, child care and food preparation. It is estimated that this program will enroll 30,000 housewives in the 1992-93 academic year.

International Projects. In addition to these domestic projects, other international projects are presently being developed. The Channel E project, which began recently, will be expanded in the near future. The existing programs of "Turkish cuisine" and "A to Z Anatolia" will be increased from 40 to 100 television programs and will be broadcast from TURKSAT to ASTRA and then on to Europe. Also, plans for further development of Channel E include collaborating with the European EUROSTEP project. A second and quite important project of the OEF involves participating in the educational reforms being considered for the new Turkic States of Azerbajan, Özbekistan, Kirgizistan and Türkmenistan. Because of Turkey's emerging leadership position in the Middle East, particularly with regard to the new Turkic States, the OEF is in a unique position to offer educational assistance and guidance in Turkish language using the Roman alphabet to develop curriculum materials both through print format and broadcast media. Additionally, cultural and educational programs for those countries can be prepared and broadcast via TRT (Turkish Radio and Television). Some of the areas in which the OEF plans to assist the Turkic States with educational programs are:

* Cooperative language and art programs.
* Delivery of educational programs which are already produced.such as Economics, Business Administration, Home Economics and Social Sciences.

* Inservice training for private or government middle or high level administrators.
* Inservice training for teachers and religious training
* Inservice training for special subjects such as handicrafts and basic skill development.

In addition to these programs being planned with the Turkic States, other international cooperative endeavors continue to be a high priority for the OEF. Joint projects with other DE institutions are developing from year to year. Cooperative studies and joint reports are being prepared with various distance education universities and many international organizations such as the International Council for Distance Education, the Council of Europe, and, UNESCO.

6. CONCLUSION

In the past decade, the Open Education programs at Anadolu University have already more than doubled the number of students in Turkey who now have access to higher education. Although the number of students enrolled is increasing, the quality of the programs is of primary concern and is constantly being improved. From its early skeptical reception in 1982, the Open Education Faculty has achieved a position of respectability in Turkish higher education. It would be of interest to explore, in a future paper, the political and social elements which combine to create the current receptive environment for implementing open education as an integral component of the higher and adult education system.

Imaginative leadership in a favorable political environment have led to the ambitious implementation of educational reforms of 1981, Results have

produced the large number of distance education programs or projects offered by the Open Education Faculty.

The early projects were degree programs in Business Administration and Economics. Those programs now have grown to approximately 350,000 students. Almost 45,000 students have graduated during the past seven years. The OEF is proving successful because technologies such as computerized examinations, television and radio programs make this type of mass education possible. Programs are systematically being developed using principles of instructional design to make effective use of these technologies.

A later project, the Primary School Teacher Training and the Degree Completion program for Secondary School Teachers enrolled around 200,000 teachers from throughout Turkey and Western European countries. of which 150,000 were graduated. The teacher training projects in Turkey have been judged successful by the Ministry of Education, Anadolu University Open Education Faculty, many of the teachers, and educational experts. Through the use of distance eduacation media and materials, teachers were offered an opportunity to keep pace with developments in education and work toward improving their teaching situations without having to disrupt their teaching schedules. There is no other way that such a large number of teachers could receive this type of cost effective training.

Subsequent projects like Tourism, Secondary School Televised Summer School, and Inservice Training for Private Sector Companies provided students with further opportunities for improving their work related skills.

Since the 1980s when the Open Education Faculty began, the number of students who enrolled in universities, including the OEF, increased from 300,000 to 800,000. Because of space limitations in traditional universities, the proportion of students accepted into traditional university programs has

declined while the proportion of students accepted into open education programs has increased over the past ten years. For example, out of 322,320 students who were enrolled in university programs in 1983-84, there were 281,703 or 87.4 percent who were enrolled in traditional universities. During that same year 40,612 students or 12.6 percent were enrolled in the Open Education Faculty.

In 1990-91, however, 798,500 students were enrolled in both traditional and open education programs. Of those, only 434,788 or 54.4 percent were admitted to traditional universities while 363,752 or 45.6 percent were admitted to the Open Education Faculty (Anadolu Universitesi, 1992). These figures reflect the fact that, although nearly twice as many students have been accepted into university programs over the past ten years, the Open Education Faculty is absorbing more than half of that population. While the proportion of students in traditional university programs has decreased, the proportion of students in Open Education Faculty programs has increased.

Although there are some administrative limitations in offering these distance education programs, the Open Education Faculty at Anadolu University has been excited about the challenge and opportunity to meet educational needs of Turkish society. One of the nation's top educational priorities during the past ten years has been met, namely providing greater numbers of students with higher education opportunities which were previously denied to them because of lack of facilities. The success of past distance education projects has given the impetus to plan and attempt new domestic and international projects to expand the sphere of influence of distance education in Turkey in the coming decades.

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DISTANCE EDUCATION
VERSUS CLASSROOM

Of the millions of words written on education systems remarkably few have been about aiming compare in the countries' their own education systems. Even if, conventional education systems too.

Large increases in population coupled with a growing awarness of the benefits of education are leading goverments to explore the possibility of using alternative educational means to provide education for a large scale, particularly as a conventional educational methods are becoming increasingly expensive. Some of the countries of the our planet are engaged in exploring appropriate ways of tackling the urgent problem of education their large and growing young populations in relatively little time and with limited source.

The study in your hand has been completed in this perspective and sharing as being some distance education application from some corner of the world. All we were together with the authors at International Extension College & Department of International and Comparative Education Institute of Education, University of London four-month course on Distance Education for Development-1991.

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